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**IMPACT OF TRUST, PSYCHOLOGICAL CAPITAL
AND CULTURAL INTELLIGENCE ON SELF-
INITIATED EXPATRIATES' EFFECTIVENESS**



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INTELLIGENCE ON SELF-INITIATED EXPATRIATES' EFFECTIVENESS**



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Kolej Perniagaan
(College of Business)
Universiti Utara Malaysia

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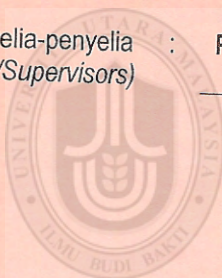
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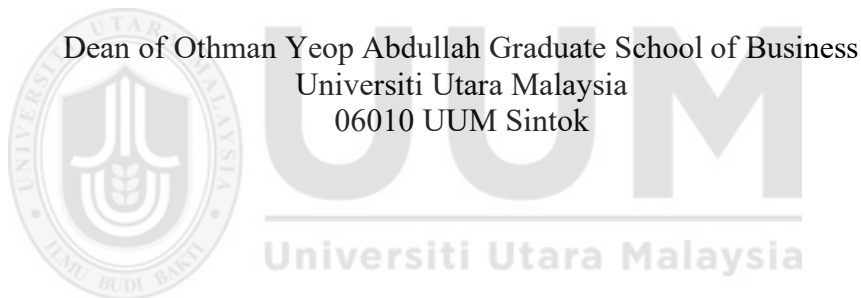
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ABSTRACT

The purpose of this research is threefold: (i) to investigate the relationship between organizational trust and intention to remain, work performance and organizational citizenship behavior, (ii) to examine the mediating role of psychological capital on these relationships, and (iii) to test the moderating role of cultural intelligence on these relationships. Data was collected using a questionnaire among 246 self-initiated academic expatriates employed in 20 Malaysian public universities. A PLS-SEM technique was applied to analyze the data. The findings showed that organizational trust is positively related to intention to remain, work performance and psychological capital. Moreover, psychological capital significantly mediates these relationships. What's more, cultural intelligence plays significant moderating role on the linkages between organizational trust and intention to remain and organizational citizenship behavior. However, contrary results exist between organizational trust and work performance. Organizational trust enhances the mental disposition which reflect on the friendship bond and support that the self-initiated academic expatriates enjoy from their employers who give them a sense of belonging as respected members of the academic community which lead them to reciprocate with having to intent to remain serving in the universities, boost work performance and encourage them to display organizational citizenship behavior. The empirical results transport vital input to hiring agencies and human resource managers to boost self-initiated academic expatriates' effectiveness by emphasizing on aspects like intention to remain, work performance and organizational citizenship behavior to function effectively in the host country. The findings advance body of knowledge in international human resource management research.

Keywords: organizational trust, intention to remain, work performance, organizational citizenship behaviour, self-initiated academic expatriates.

ABSTRAK

Tujuan penyelidikan ini adalah sebanyak tiga kali ganda: (i) untuk menyiasat hubungan antara kepercayaan organisasi dan niat untuk kekal, prestasi kerja dan tingkah laku kewarganegaraan organisasi, (ii) untuk mengkaji peranan modal psikologi sebagai pembolehubah pengantara dalam hubungan ini, serta (iii) untuk menguji peranan sederhana kecerdasan budaya dalam hubungan ini. Data dikumpul menggunakan soal selidik di kalangan 246 orang ekspatriat akademik yang bekerja di 20 universiti awam Malaysia. Teknik PLS-SEM digunakan untuk menganalisis data. Dapatan menunjukkan bahawa kepercayaan organisasi berhubungkait secara positif dengan niat untuk kekal, prestasi kerja dan modal psikologi. Selain itu, modal psikologi secara signifikan bertindak sebagai pengantara dalam hubungan ini. Lebih-lebih lagi, kecerdasan budaya memainkan peranan penting dalam hubungan antara kepercayaan organisasi dengan niat untuk kekal dan tingkah laku kewarganegaraan organisasi. Walau bagaimanapun, keputusan yang berlawanan wujud antara kepercayaan organisasi dan prestasi kerja. Kepercayaan organisasi meningkatkan pelupusan mental yang mencerminkan nilai persahabatan dan sokongan bahawa ekspatriat akademik disokong oleh majikan yang memberikan rasa kepunyaan selaku ahli komuniti akademik, justeru dibalas dengan niat untuk kekal berkhidmat di universiti, meningkatkan prestasi kerja dan menggalakkan mereka untuk memperlihatkan tingkah laku kewarganegaraan organisasi. Keputusan empirikal memberi input penting kepada agensi pekerjaan dan pengurus sumber manusia demi meningkatkan keberkesanan ekspatriat akademik, dengan menekankan aspek-aspek seperti niat untuk kekal, prestasi kerja dan tingkah laku kewarganegaraan organisasi untuk berfungsi secara berkesan di negara tuan rumah. Penemuan ini meningkatkan pengetahuan dalam penyelidikan pengurusan sumber manusia antarabangsa.

Kata Kunci: kepercayaan terhadap organisasi, niat untuk kekal, prestasi kerja, gelagat kewarganegaraan organisasi, ekspatriat akademik

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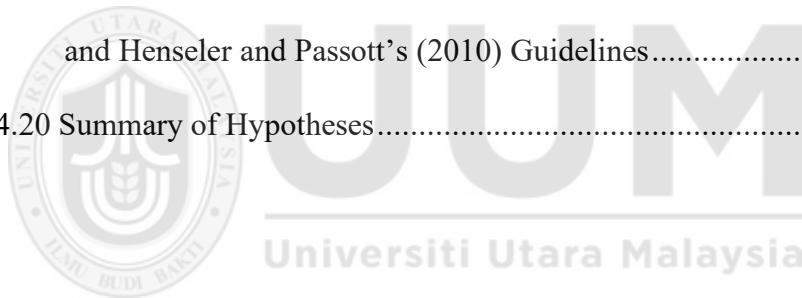
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LIST OF ABBREVIATIONS

AACSB	Association of Advance Collegiate Schools of Business
ABEST21	Alliance on Business Education and Scholarship for Tomorrow (21 st century)
AMBA	Accelerated Masters in Business Administration
AMOS	Analysis of Moment Structures
APEX	Accreditation Program for Excellence
AUN-QA	ASEAN University Network-Quality Assurance
AVE	Average Variance Extracted
CEEMAN	Central and East European Management Development
CFA	Confirmatory Factor Analysis
CMV	Common Method Variance
CQ	Cultural Intelligence
CR	Composite Reliability
CSR	Corporate Social Responsibility
EFSC	Emotion-Focused Stress Coping
EQUIS	EFMD Quality Improvement System
FELO	Foreign executives in local organizations
GDP	Gross Domestic Product
HCNs	Host Country Nationals

HEIs	Higher Education Institutions
HRM	Human Resource Management
ITR	Intention to Remain
MBA	Master in Business Administration
MNC	Multi-National Corporation
MOHE	Ministry of Higher Education
OCB	Organizational Citizenship Behavior
OE	Organizational Expatriate
OSC	Organizational Social Capital
OT	Organizational Trust
PFSC	Problem-Focused Stress Coping
PhD	Doctor of Philosophy
PLS	Partial Least Squares
POB	Positive Organizational Behavior
POS	Perceived Organizational Support
PWB	Psychological Well-Being
Q2	Construct Crossvalidated Redundancy
QS Rankings	Quacquarelli Symonds Rankings
R ²	R-squared values
RU	Research University
SD	Standard Deviation

SEM	Structural Equation Modelling
SET	Social Exchange Theory
SPSS	Statistical Package for the Social Sciences
SWT	<i>Subhanahu Wa Ta'ala</i>
THES	Times Higher Education Supplements
UAE	United Arab Emirates
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
VIF	Variance Inflation Factors
pc	Composite Reliability



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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

The global higher education market is becoming increasingly attractive in the pace of globalization. The higher education sector is enjoying the benefits of becoming an internationally traded commodity (Altbach, 2014). As remarked by Dickson (2009), it is estimated that 2.8 million students have decided to study abroad. He further stated that higher education could contribute to a major economic sector by recruiting international students and the delivery of transnational education in other countries. UNESCO in 2006 announced that the revenue earned from recruiting international students in the USA in the year 2000 was above \$10 billion. International education also becomes the largest service sector in Australia, equivalent to \$20 billion in 2015 (Dodd, 2016) whereas, in the UK, the total value to the economy of international students is approximately £10.7 billion in 2011-2012 (Kelly, McNicoll & White, 2014). Statistics from the World Bank showed the total percentage of world GDP contributed to the higher education sector is at an average of 4.7% in 2016.

Malaysia is of no exception in this scenario and has liberalized its higher education sector to be more open and internationalized. The country is moving on the right track to achieve the mission to become the region's education hub by the year 2020. Statistics from the Malaysian Ministry of Higher Education (MOHE) reported that

there were 170,000 international students enrolled in Malaysia in 2018, which had increased from 83,633 in 2013. By 2020, Malaysia's ambitious goal is to reach an international enrolment of 200,000 students by targeting students from new markets such as China, India and the Gulf Region and the same time leverage on existing strong demand within Southeast Asia. To realize the aspiration to become a region's education hub, Malaysian universities need to establish its reputation at the international forefront in order to attract would-be self-initiated academic expatriates just as it is witnessing the influx of foreign students. Hence, efforts had been put forward among the others to get universities ranked by World University Ranking institutions such as QS Ranking, Times Higher Education (THE), Webometrics and Financial Times. Apart from university rankings, the international accreditations such as ABEST21, AACSB, EQUIS, AMBA, AUN-QA, CEEMAN, etc. have also become the priority of Malaysian higher education institutions (HEIs) to position themselves as an attractive destination for tertiary education further.

University rankings and accreditations have become new yardstick for HEIs to position themselves as world-class higher education providers which among others, is to attract international students and faculties. The universities must achieve a high-quality teaching, high-quality research, knowledge transfer and international outlook as part of quality standards. The internationalization efforts among the others require the universities to attract and retain a certain percentage of foreign academicians. For

example, based on the Times Higher Education Supplements (THES) method of ranking nomination, the international diversity portion should be at least 10 percent proportion of foreign to local students and proportion of foreign to local employees. With this requirement, the country should expect the influx of self-initiated academic expatriates to fill the positions in Malaysian universities where it helps to create greater diversity internally among university staff. At present, there are close to 5000 self-initiated academic expatriates working in the higher education sector in Malaysia (Ministry of Home Affairs, 2016). In the upcoming future, this number is expected to soar due to the intensification of internationalization efforts by MOHE and HEIs.

Over the years, both public and private HEIs in Malaysia have steadily increased the hiring of self-initiated academic expatriates with the ultimate goal to become HEIs' choice for prospective students. Furthermore, the establishment of APEX University and Research University (RU) has also put these universities in the race to recruit foreign talents to contribute to HEIs' excellence. With the increasing numbers of self-initiated academic expatriates, recruiting universities need to pay attention to ensuring their effectiveness. This is because recruiting and retaining them are very costly. More so, hiring competent people, training them, helping them perform at high levels, and providing mechanisms to ensure that these employees maintain their

productive affiliation with the organization comes with additional cost to the hiring organization.

1.2 Problem Statement

The liberation of tertiary education across the globe has witnessed the growing number of international mobility among the academic expatriates. The HEIs continue to recruit foreign scholars as part of their internationalization effort (Tietze & Dick, 2009). For this reason, the host country can expect a mass influx of foreign academicians from overseas which is something unavoidable, especially when HEIs are in the race to position themselves on the international front. In the case of Malaysia, the government's policy is to encourage local universities to engage foreign academicians to teach in Malaysia with the aim to enable local students to become more exposed culturally, as well as become endowed in terms of language prowess, values and teaching styles (Halim, Bakar & Mohamad, 2014). These self-initiated academic expatriates are considered to be highly knowledgeable and professional with valuable non-homogeneous skills (Andresen, Biemann & Pattie, 2015).

However, the growing number of international mobility of academic expatriation has raised the issue of managing self-initiated academic expatriates which becomes more

complex and challenging. This is because self-initiated academic expatriates finance their expatriation and choose to relocate themselves to the host country according to their preference to pursue personal and career development opportunities (Suutari & Brewster, 2000). Self-initiated academic expatriates have the tendency to switch from one organization to the other in order to achieve their goals (Biemann & Andresen, 2010). Generally, prior and upon arrival to host nation, academic expatriates do not undergo any organized training preparation or receive benefits and compensation packages from the host or home country organizations (Howe-Walsh & Schyns, 2010); and therefore are facing more structural barriers and career constraints as compared to corporate expatriates.

Despite these challenges, the self-initiated academic expatriates are expected to adapt quickly to host culture and perform effectively in their job as an academician. Self-initiated academic expatriates' performance effectiveness is one of major factors that spins around how well they adjust themselves to function aptly in the host culture (Sambasivan, Sadoughi & Esmailzadeh, 2017). The inability of these self-initiated academic expatriates to regulate to the new host country culture denotes the failure in expatriation (Tahir, 2018). Several earlier studies have found that the rate of failures of expatriate assignment ranges from 10% to 45% (Malie & Akir, 2012; Guttormsen, Francesco & Chapman, 2018). Related cost of failure involves direct cost of expatriation which may be as high as three times the domestic salary

(Dowling, Festing & Eagle, 2008). Expatriate assignments are usually short term and highly paid and the cost further escalates when expatriates are accompanied by their families (Miranda, 2009). Expatriate failures can also result in a premature termination of the international assignment in an overseas country (Tahir, 2018).

Over the years, research has found various indicators of self-initiated academic expatriates' effectiveness that should be given attention by recruiting universities. Studies have proposed outcomes such as work engagement (Lauring & Selmer, 2015), work performance (Hassan & Diallo, 2013; Qureshi, Shah, Mirani & Tagar, 2017), turnover intention (Cerdin & Pargneux, 2014; Hussain & Deery, 2018) and cross-cultural adjustment (Okpara, 2016; Wechtler, Koveshnikov & Dejoux, 2017) as indicators of self-initiated academic expatriates' effectiveness. Despite this development, previous research demonstrated that intention to remain among self-initiated academic expatriates is low given their inability to cope with external environmental issues. According to Andresen (2015), self-initiated academic expatriates have revealed tendencies of wanting to transit from one organization or country to another more than organizational expatriates (OEs) do. Therefore, it is very costly in terms of turnover for both the individual and organization when expatriates fail in their endeavor (Bhuian & Al-Jabri, 1996). Nevertheless, staffs who exhibit a higher level of intention to remain are likely to be more successful in developing their careers in their place of work and subsequently, in contributing

towards the overall plans of their establishments (Yusuf & Sri Ramalu, 2018a). Research has also shown a lack of intention to remain negatively influences the confidence to stand at work, trust and motivation of staff which may lead to inattentiveness or quitting (Yusuf & Sri Ramalu, 2018b).

Beyond the issue of intention to remain, work performance is another unique construct, considering the fact that the nature of work in organizations evolves continuously. HEIs are coming of age to realizing the usefulness of expatriates in their set-ups and put increased efforts to recruit international academic staff to improve their performance (Bhatti, Battour & Ismail, 2014). Therefore, the self-initiated academic expatriates' role during international obligations plays an essential role in the growth of the organization (Qureshi *et al.*, 2017). Work performance shows the quantum of time, effort and energy which expatriates put into their jobs (Andresen, 2014). It speaks of work performance in terms of quantity and quality expected from each expatriate. The proper groundwork for employment must be put in place to target the improvement of work performance for employees in the future, and also to ensure the design and delivery of work supports (Hassan *et al.*, 2011). In this current research, those international academic staffs are expected to perform in teaching and consultancy projects; and at the same time conducting academic research and publications as well as to bring international grants.

Organizational citizenship behavior (OCB), also known as contextual performance is another indicator of self-initiated academic expatriates' effectiveness that has attracted the interest of practitioners and scholars (Ercan, 2014). This is due to the result of the constructive influence that OCB bears on various organizational outcomes. Organ (1988) defined OCB as "individual behavior that is not explicitly or indirectly recognized by the formal reward system and that behavior plays a vital role in the effective functioning of the organization." According to Organ (1988), high levels of OCB lead to high levels of organizational efficiency, effectiveness and adaptability. It is considered as one of the most important factors influencing organizational effectiveness. With respect to OCB, the HEIs expect that expatriates who are tied up to their job will raise extra-role performance (Andresen, 2014). Expatriates might invest in OCB in the expectation that their helping behaviors contribute to performance goals (Adam, Srivastava, Herriot & Patterson, 2013).

Albeit the growing number of researches has been conducted to establish predictors of academic self-initiated academic expatriates' effectiveness, trust remains as one important antecedent yet to be fully investigated in the context of self-initiated academic expatriates. Trust can be defined as the desire to be vulnerable to the other party when that party cannot be controlled or monitored (Mayer, Davis & Schoorman, 1995). On the one hand, the existence of trust in oneself will make the person feel safe and positive; whereas on the other hand, the absence of trust will

create anxiety and negative affect to the person (Mayer *et al.*, 1995; Dirks & Ferrin, 2001). According to Mayer *et al.* (1995), the basic idea addressed in their trust model is that, with the existence of trust between two parties, it will result in various positive organizational outcomes influenced by the factors of ability, benevolence and integrity.

In an organizational context, trust can be a useful predictor of employees' positive attitudes and behaviors (Yu, Mai, Tsai & Dai, 2018). In the context of self-initiated academic expatriates, when trust exists between academic expatriates and academic institutions they work with, it may lead to high work performance and encourage them to remain in the organization (Alfes, Shantz & Alahakone, 2016). Self-initiated academic expatriates who do not trust the institutions are less likely to be committed and effective (Tlaiss & Elamin, 2015). HEIs that do not practice interdependence do not need to trust (Angelle, Nixon, Norton & Niles, 2011). Trust can be a focal point in order to increase satisfaction and cooperation among international academic staff in the organization (Guinot, Chiva, & Roca-Puig, 2014). Several other positive work outcomes associated with trust are organizational effectiveness (e.g., Baek & Jung, 2015), productivity (e.g., Chalker & Loosemore, 2016) and proactive behavior (e.g., Shin & Kim, 2015). The organizational trust serves as a job resource which is useful in accomplishing work objectives because circumstances that lead to trust helps in creating vibrant and foreseeable work environment suitable for self-initiated

academic expatriates to have a sense of belonging and security for improving their work performance (Guo, Rammal, Benson, Zhu & Dowling, 2018). Hence, organizational trust is proposed as an independent variable for this current study.

While trust has been associated with various positive outcomes, such a relationship may not be straight forward. Trust is expected to predisposed into individuals' positive psychological states and create psychological capital which in turn will affect the other expected outcomes. Psychological capital known as an individual's positive psychological state of development (Luthans, Youssef & Avolio, 2007) acts as an enabler which further strengthens the relationship between trust and effectiveness. Psychological factors closely associated with mental well-being, behavior thinking, emotion, motivation, personal relationship, ability, capability and pathology. Csikszentmihalyi (2014) argued that psychology and positive psychology is the same as it explains the formation of ideas based on the topics of interest. Psychological capital dealing with psychology and is basically about an individual's strengths (rather than weaknesses and dysfunctions) and how they can expand and succeed (somewhat to be fixed or sustained), as clearly expressed by Luthans, Norman, Avolio and Avey (2008). It reflects the positive beliefs, perceptions, attitudes and thoughts of an individual towards life and work (Luthans & Youssef-Morgan, 2017).

Psychological capital is found to be a tool for retention (Schulz, Luthans & Messersmith, 2014). With the presence of psychological capital, it will help the expatriates to have the confidence to retain in the organization. Thompson, Lemmon and Walter (2015) raised the issue that self-initiated academic expatriates with high psychological capital experienced relatively less stress in working situations and have little intention of changing occupation. According to Hur, Rhee and Ahn (2016), self-initiated academic expatriates' psychological capital will reduce their negative behaviors and increase their positive behaviors.

Those international academic staffs with a high degree of psychological capital will be prepared to effectively achieve better attainment (Caza, Bagozzi, Woolley, Levy, & Caza, 2010). Psychological capital must be considered an important variable and predisposing factor in driving the performance of start-up expatriation (Chai, 2016). Self-initiated academic expatriates with high psychological capital choose challenging tasks, develop complicated ways to overcome the obstacles and become persistent and success-oriented in terms of difficulties (Nafei, 2015). Although there is abundance of research done on psychological capital with turnover (e.g., Choi & Lee, 2014; Schulz *et al.*, 2014) and work effectiveness (e.g., Kwok, Cheng, & Wong, 2015), there are still dearth of studies on self-initiated academic expatriates, which created the new path for more research in this area. Based on the above discussion, psychological capital is proposed as a mediating variable in this current research.

In the context of current research, self-initiated academic expatriates who came to work in Malaysian universities will be navigating in different cultural backgrounds and often come across people who spoke different languages. These expatriates no matter what, must fully understand the new culture, not only them but as well as their family members. It is vitally important to them to achieve the level of cultural adaptation in the host country. Individuals who are prepared to face the challenges are considered achieved cross-cultural adjustment and able to flourish in their international experiences (Tarique & Caligiuri, 2009).

Therefore, in this current research, even though expatriates had developed trust towards the universities they work, likewise their colleagues and administrative personnel, and at the same time initiating psychological capital in themselves, nonetheless some may have less capability to acquire new knowledge, assimilate it and apply it in order to adjust with the unique cultural setting in the host country. By having cultural intelligence (CQ) which is known as the individual's natural ability to acclimatize effectively and function in unfamiliar and culturally diverse environments (Vlajcic, Caputo, Marzi & Dabic, 2019), the expatriate will then decide either to stay or leave the university and also concern with their performance. CQ is vital for the expatriate to create awareness to acquire and understand culture-related knowledge and control the cognitive process (Chua, Morris & Mor, 2012). It focuses on various forms of explicit knowledge regarding the values, norms, and

practices of different cultures, including knowledge of the legal, economic, and social systems of multiple cultures (Brislin, Worthley & Macnab, 2006). The self-initiated academic expatriates should also capable of direct attention and energy to learn and function effectively in culturally diverse situations (Ang & Van Dyne, 2015). Cultural intelligence reflects an individual's capability to display appropriate verbal and nonverbal actions while interacting with people in cross-cultural contexts (Earley & Ang, 2003). Hence, CQ is expected to moderate the relationships between organizational trust and self-initiated academic expatriates' effectiveness. Although it has been recognized that there has been a substantial investigation on self-initiated academic expatriates' context, there are specific gaps that still exist and limitations in the current literature.

From the theoretical perspective, the proposed linkages between trust, psychological capital and effectiveness (intention to remain, work performance and OCB) among self-initiated academic expatriates lie on the nature of reciprocity as a result of the exchange relationship between the recruiting HEIs and among self-initiated academic expatriates. The concept of reciprocation is explained in Social Exchange Theory (SET), introduced by Blau (1964). Based on the idea represented in SET, the social exchange itself denotes a sequence of interactions that generate commitments and responsibilities (Emerson, 1976). The abovementioned interactions can be viewed as people are dependent on each other and how individuals anticipate the

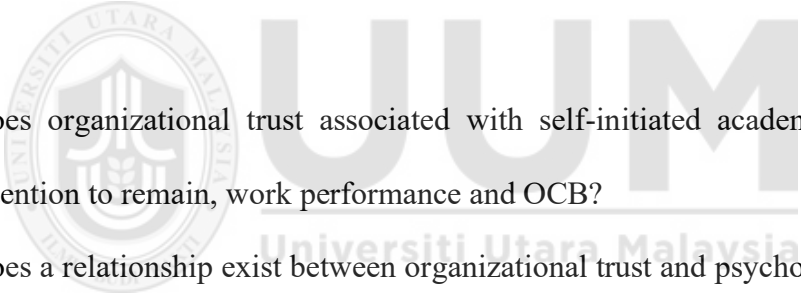
activities done by other individuals (Blau, 1964), which involves exchange. Cropanzano and Mitchell (2005) argued that exchange entails something so-called “bidirectional transaction,” a practice of mutually giving and taking.

When applying to self-initiated academic expatriates in the context of this study, they will have the motivation to perform his/her tasks when peers and administrators appreciate them and in some other cases, they are given trust to hold particular positions in faculties. A good pay and benefits package, as well as the opportunity to gain experience through teaching and research grants, also awarded matters for the expatriates to reciprocate the trust they build towards the entire university systems. These interdependent between parties will ultimately lead to high-quality relationships, though it only happens under certain conditions. By having trust and reaching the psychological state of development, therefore these expatriates will eventually remain in the universities, perform in their scholarly work and display OCB.

Therefore, this study aims to examine the effects of organizational trust on self-initiated academic expatriates’ effectiveness (intention to remain, work performance and OCB), mediated by psychological capital and moderated by CQ.

1.3 Research Questions

Based on the discussion presented above, it is crystal clear now that several issues raised concerning self-initiated academic expatriates claim for advance analysis. The current study aims to address the gaps and equally strengthen the understanding of self-initiated academic expatriates' effectiveness in Malaysia HEIs. The subsequent research questions are then conceived based on the expectation that these questions will assist in answering the issues pertinent to self-initiated academic expatriates' effectiveness (intention to remain, work performance and OCB) and hence, bridge the gap that comes into sight from past studies.

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- i) Does organizational trust associated with self-initiated academic expatriates' intention to remain, work performance and OCB?
 - ii) Does a relationship exist between organizational trust and psychological capital?
 - iii) Does psychological capital mediate the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB?
 - iv) Does cultural intelligence moderate the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB?

1.4 Research Objectives

The research questions posed earlier are used in directing this study to yield multiple objectives. This study has the targets:

- i) To examine the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB.
- ii) To ascertain the relationship between organizational trust and psychological capital.
- iii) To investigate whether psychological capital mediates the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB.
- iv) To examine whether cultural intelligence moderates the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB.

1.5 Scope of the Study

This study aims to examine the relationship between organizational trust and effectiveness criterion (intention to remain, work performance and OCB) among self-initiated academic expatriates employed in Malaysian HEIs. Organizational trust

is an essential indicator of individual and organizational effectiveness, as well as to gain self-initiated academic expatriates' commitment. According to Tlaiss *et al.* (2015), employees that lack the element of trust toward their employers or management are not likely to feel committed or relied upon. Additionally, this study aims to investigate the mediating effect of psychological capital on the relationship between organizational trust and expatriates' effectiveness (intention to remain, work performance and OCB). Self-initiated academic expatriates' psychological factors which associated with their mental well-being, behavior, thinking, emotion, motivation, personal relationship, ability and capability will help them to strengthen their trust towards the organization further, retain in the organization they work with, effectively performing in their specific assignments and at the end display OCB.

In addition, the present study also aims to ascertain whether CQ moderates the relationship between organizational trust and expatriates' intention to remain, work performance and OCB. In this study, CQ is considered as the quantitative moderating variable due to the fact that self-initiated academic expatriates have to adjust and having the capacity to absorb knowledge from new cultural settings in observing the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB.

The population of this study consists of self-initiated academic expatriates currently employed in Malaysian public HEIs. Since the government has reduced the budget for Malaysian public universities, these universities have to utilize the use of their foreign lecturers compared to private universities which have sufficient budget to pay their foreign academic staff. The individual academic expatriates were chosen as the unit of analysis in this study. Department of Human Resource and Registrar office of universities were contacted to obtain the list of respondents for this study. A total of 246 self-initiated academic expatriates from 20 Malaysian public universities participated in this study.

1.6 Significance of the Study

This current study is significance in two-folds. From a theoretical perspective, this study is among the first few to look into self-initiated academic expatriates' effectiveness in Malaysian HEIs. Much previous research that has been done in Malaysia are mostly on organizational expatriates. Sri Ramalu, Che Rose, Uli, & Kumar (2012) and Abdul Malek, Budhwar & Reiche (2015) primarily conducted a research on organizational expatriates whereas Halim (2013) has done an analysis to distinguish between organizational expatriates and self-initiated academic expatriates in the hotel industry. Systematic investigation on academic expatriates in the

Malaysian context is minimal (e.g., Awang, Ismail, Hamid & Yusof, 2016) and deserves research attention.

Most of the studies on self-initiated academic expatriates' effectiveness are emphasized on job satisfaction and organizational commitment (Ibrahim, Muenjohn & As-Saber, 2015) as well as cross-cultural adjustment (Halim *et al.*, 2014). The current research is aimed to provide new insight into self-initiated academic expatriates' effectiveness which was measured with multiple indicators in this study, namely intention to remain, work performance and OCB. Previous research studied the effectiveness indicators in isolation, unlike the present study. This study will be among the first few to investigate the consequences of organizational trust on self-initiated academic expatriates' effectiveness (intention to remain, work performance and OCB). Studies on trust have been well established in the domain of industrial and organizational psychology domain (e.g., Ertürk, 2014). Many studies related to trust were done in the context of organizational expatriates (e.g., Shimoda, 2013). However, knowledge of the role of trust in predicting outcomes among self-initiated academic expatriates is sparse.

Most studies have looked into several cross-cultural competencies, e.g., cross-cultural adjustment (Huff, Song, & Gresch, 2014) as the contextual factor that facilitates effective adaptation in a new cultural environment. The current study

however, looks into another perspective of competencies; the dynamic cross-cultural competency, namely CQ which has been proven to be beneficial for a cross-cultural adjustment (Wood & St. Peters, 2014). By studying the moderating role of CQ on the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB, this study will shed some light into new cultural competency i.e. CQ that is needed for one to adapt and function effectively in unique cultural setting besides better able to successfully blend to any environment.

Prior studies based on Social Exchange Theory (SET) mostly postulate a direct relationship between determinants and outcomes without considering the mediating effect of variables that intervenes in between. Therefore, this current study will improve further the existing SET theory by investigating the underlying psychological process that took place between organizational trust and self-initiated academic expatriates' effectiveness. Moreover, SET itself can explain the complete linkages in this current research. This study also aims to improve further the existing SET theory in the context of expatriates by considering psychological well-being elements as the mediating variable and this study will be among the first which tested the applicability of SET to explain the employee outcomes in the expatriation domain.

From the practical point of view, the research will assist the recruiting universities as well as other organizations to be more aware of the important factors contributing to self-initiated academic expatriates' effectiveness among self-initiated academic expatriates in order to reduce turnover rate and to boost performance motivation of self-initiated academic expatriates. Additionally, the findings of this study will assist the universities in relooking into its existing human resource practices that will facilitate self-initiated academic expatriates to function effectively in their job. The institutions can identify the factors that affect the work performance of their non-citizen lecturers.

The knowledge acquired from the study can promote understanding among academic expatriates and the institutions that they represent, of the problems and impacts toward effectiveness. Usually, the expatriates face some challenges and problems when they are new to the host country. Based on this research, the factors which influence expatriates to commit to their job can be identified. It would provide valuable information to policymakers, which are the Ministry of Higher Education (MOHE) and the university itself because it would bring some changes or modification to the existing policy for the betterment of the public and private universities in Malaysia.

1.7 Definitions of Key Terms

The following terms are defined as per their use in the study:

Self-initiated expatriate refers to an individual who relocates voluntarily to a foreign country on his or her own initiative, i.e., independently of any employer and without organizational assistance, and is hired under a local, host country contract (Inkson, Arthur, Pringle & Barry, 1997).

Self-initiated academic expatriate is a particular type of expatriate who's their specific skills make them highly mobile in the international higher education job market (Selmer & Luring, 2010).

Intention to remain refers to an individual's perceived probability of staying or leaving an employing organization (Hom & Griffeth, 1991).

Work performance refers to an individuals' proficiency in accomplishing a specific task during their assignment tenure in the host country (Bhatti *et al.*, 2014; Abdul Malek, Budhwarb & Reiche, 2015). These activities consist of the task and contextual performance.

Organizational citizenship behavior is defined as individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization (Bies, 1989).

Organizational trust refers to the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Mayer *et al.*, 1995).

Psychological capital refers to “an individual’s positive psychological state of development and is characterized by (1) having confidence (self-efficacy) to take on and put in necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Luthans, Avolio & Avey, 2007).

Cultural intelligence refers to an individual's capability to deal effectively with people from a different cultural background and understanding (Early & Peterson, 2004).

1.8 Organization of Thesis

This research is compartmentalized into five different chapters. Chapter one broached on the background of the study. In chapter two, a detailed review of literature will be determined pertaining to self-initiated academic expatriate's effectiveness (intention to remain, work performance and OCB) and the determinant factors namely trust, psychological capital and CQ. Chapter three focuses on the methodology of the research. It shall discuss the research design, population of the study, sampling frame, sample size and sampling technique. In addition, the instrument to be used in data collection, as well as measurements, shall be discussed. Equally to be discussed is the technique for data analysis which describes how the data and each hypothesis are analyzed. Chapter four deals with the analysis aspect of the thesis while the final chapter (Chapter five) discusses the findings and implications of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two reviews the literature on the relationship between organisational trust and workplace effectiveness (intention to remain, work performance and OCB) amongst the self-initiated academic expatriates in Malaysia, further, literature related to psychological capital (mediator) and CQ (moderator) also reviewed. Pertinent literature related to key concepts of the study has been carefully analyzed and synthesized in this chapter. Upon reviewing the literature, the research framework was developed based on the identified variables and hypothetical relations.

2.2 Malaysian Tertiary Education and Self-Initiated Academic Expatriation

Malaysia is never being left behind in promoting its tertiary education to foreign countries in order to position itself as a regional education hub. Currently, there are 20 public HEIs, over 400 private institutions (including colleges, university colleges and universities), 33 polytechnics and 94 public university colleges. Malaysia also becomes home to six foreign university branch campuses namely Monash University (Australia), The University of Nottingham (UK), Curtin University (Australia), Swinburne University of Technology (Australia), Newcastle University School of Medicine (UK) and University of Southampton (UK). These HEIs have been

established to accommodate the increasing demand for tertiary education in the country.

Since Malaysia is moving towards its mission to become the Asian region's education hub by the year 2020, this country has now liberalized its higher education system to be more open and internationalized. Statistics from the Malaysian Ministry of Higher Education (MOHE) indicate that in the year 2013, there were more than 83,633 international students enrolled in Malaysia, expanding from 80,750 in 2009. Yeoh (2016) reported that the latest figure of foreign students in institutions of higher learning in Malaysia is more than 120,000. By 2020, Malaysia's ambitious goal is to reach an international enrolment of 200,000 students by targeting new markets such as China, India and the Gulf Region and leverage on existing strong demand within Southeast Asia. Our Malaysian universities also have geared towards obtaining international accreditations and rankings in order to be at the international forefront.

These accreditations will be used to gauge the quality of the education providers in attracting more students and faculties. Universities must achieve high-quality teaching and research as well as portray international outlook as part of quality standards. The recruitment of foreign faculty has become common in Malaysian HEIs mainly to demonstrate that the institutions are providing world-class education.

Further, the expectations of various accreditation and ranking bodies to universities to recruit and retain a significant portion of foreign faculties have contributed to the aggressive hiring of foreign faculties. With these prerequisites, Malaysia should expect incoming self-initiated academic expatriates to fill the positions in Malaysian universities where it helps to create greater diversity internally among university staff. Currently, there are close to 5000 self-initiated academic expatriates working in the higher education sector in Malaysia. This number is expected to grow in the near future as a result of intensified internationalization efforts by MOHE and HEIs (Ministry of Home Affairs, 2016).

Self-initiated academic expatriates have definite skills that make them highly mobile in the international job market. As the education industry is flexible and adjustable to self-initiated academic expatriates, professional skills in this industry always ready to be transferred across countries (Richardson & McKenna, 2003). According to Altbach (2002), education nowadays has become an internationally traded commodity purchased by users in building a “skill set” to be utilized in the job market. Perhaps, the curriculum in the higher institutions has been internationalized in order to prepare for effective cross-cultural education (Altbach & Knight, 2007).

Even though there are many studies done in Malaysia on self-initiated academic expatriates, however, there are still lacking studies which relate to their intention to

remain in their service in the universities without moving to other countries, as well as their performance and extra-role behavior; organizational citizenship behavior. Likewise, such studies are absent, so far which emphasizes the trust of self-initiated academic expatriates towards their organization. Psychological capital construct literature is also found to be scarce among self-initiated academic expatriates in Malaysia. From the perspective of CQ, there are lots of studies done in multinational companies among organizational expatriates. However, limited studies are conducted on a cross-cultural perspective among self-initiated expatriates.

2.3 Intention to Remain

Intention to remain is a pre-existing plan of action (Nery-Kjerfve & Wang, 2019) and it is defined as the intention of an organizational member to voluntarily remain in the job (Dougherty, Bluedorn & Keon, 1985; Cesário & Chambel, 2017). It is a psychological decision of whether or not an employee remains with the employing organization (Tett & Meyer, 1993; Schwepker, 2001; Rajani & Groutsis, 2018). It also carries the same meaning as retention as well as intention not to turnover from the current workplace. Mowday, Porter and Steers (1983) also defined intention to remain as the likelihood of an action to take place regarding the desire to stay in the organization. On the other hand, the term retention is the initiative taken by the employer in keeping preferable employees to achieve organizational goals (Frank,

Finnegan & Taylor, 2004; Nguyen, Felfe Fookien & Ngoc, 2015; Palander, 2019). Organizations have the direction to reduce turnover as a means to retain the skillful employees (Kyndt, Govaerts Dochy & Baert, 2010; Katsikea, Theodosiou & Morgan, 2015; Andresen, Goldmann & Volodina, 2018). Individuals who are dissatisfied with their job will hardly stay longer in the organization which ultimately will cause turnover from the current position (Griffeth, Hom & Gaertner, 2000). Turnover is usually divided into two distinct types; voluntary and involuntary. Voluntary turnover catch the meaning of personnel withdrawal from an organization on their willingness (Trevor, 2001; Hussain, 2016; Yunlu, Ren, Mohler Fodchuk, & Shaffer, 2018), self-initiated, rather than on organization-initiated (Griffeth *et al.*, 2000; Hitotsuyanagi-Hansel, Froese & Pak, 2016; Nery-Kjerfve *et al.*, 2019). Whereas, involuntary turnover happened when an employee is fired or transferred at the will of the organization (McElroy, Morrow & Rude, 2001; Harhara, Singh & Hussain, 2015). Previous scholars differentiated between individuals who voluntarily quit the organization and those who are terminated or who leave as part of downsizing exercise (McElroy *et al.*, 2001; Davis, Trevor & Feng, 2015).

Various factors were investigated as a predictor of intention to remain. Previous researchers' literature analyses disclosed that age, tenure, overall satisfaction, job content and commitment are consistently and positively related to intention to remain (Mobley, Griffeth, Hand & Meglino, 1979). In the early stage, Mobley

(1977) had developed an original heuristic model of turnover intention which involves various steps taken by the employee before he/she decides to quit from the current job. This model best suits to represent why employees in the organization choose to remain in their current workplace, only if their psychological variable is satisfied at the individual level (Mobley *et al.*, 1979).

In the context of expatriation, intention to remain had also been studied to determine the effect of perceived organizational support (POS) on self-initiated expatriate employees' intention to stay in the host country in which POS could have a positive impact on self-initiated expatriates' career satisfaction in the host country, which can, in turn, diminish their intention to stay, depending on their career networks (Cao, Hirschi & Deller, 2014). Another study by Nery-Kjerfve and McLean (2012) yielded the result that returning employees often face problems adjusting to their home culture and headquarters organization, which often negatively influences their satisfaction on the job and their intention to remain in the corporation. As researched by Stahl and Caligiuri (2005), the use of problem-focused coping strategies was not related to expatriates' intention to remain on the assignment.

2.3.1 Employee Turnover Model

Turnover intention can be explained in the original heuristic model of turnover intention by Mobley (1977) (Refer Figure 2.1).

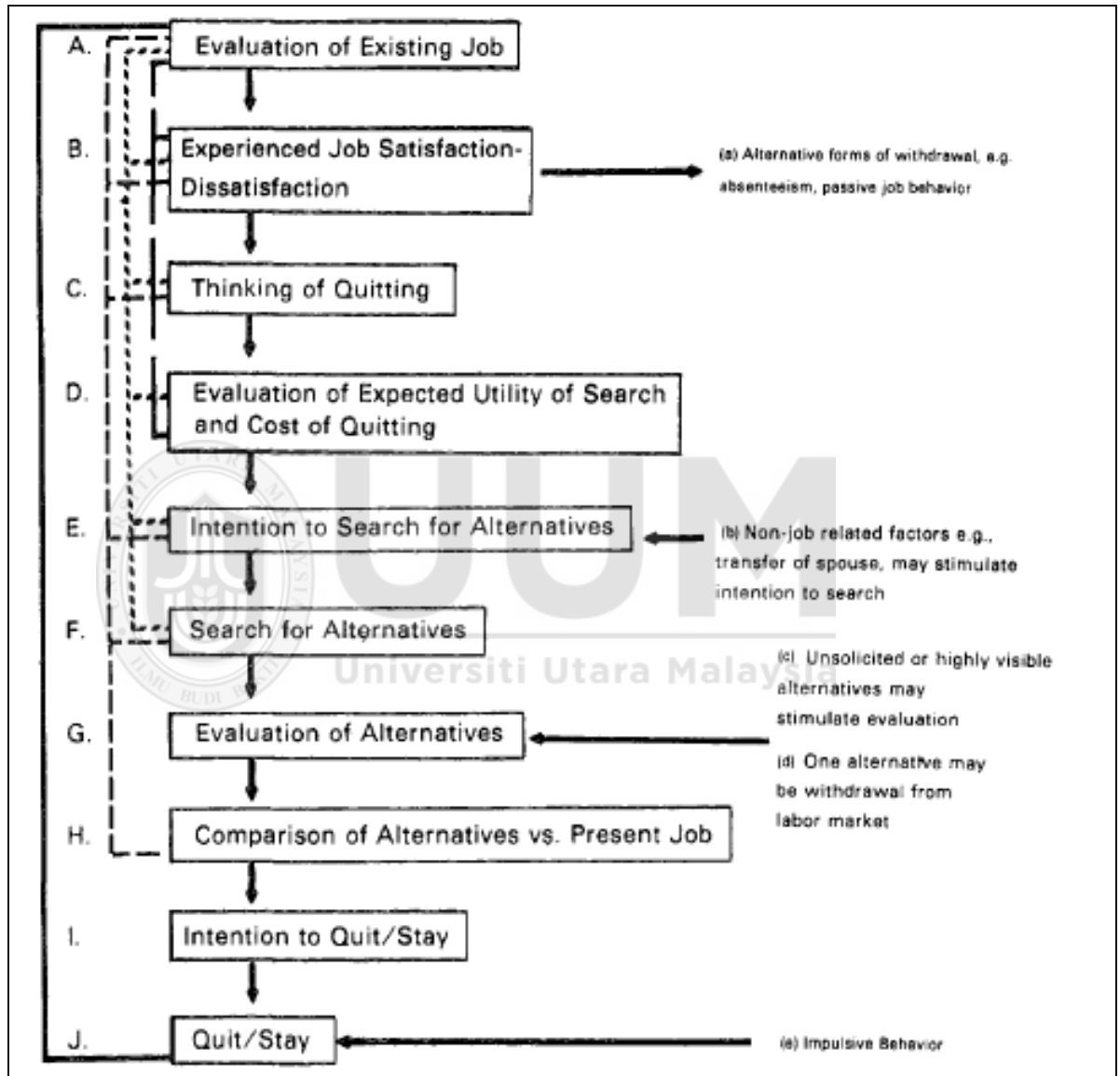


Figure 2.1
The employee turnover decision process
Source: (Mobley, 1977)

The above model shows the possible intermediary steps in the pulling out decision process (precisely, the decision to quit a job). At the individual level, satisfaction is much studied continuously as a psychological variable which viewed to have a relationship with turnover (Mobley *et al.*, 1979). The individuals will have the plan to quit from their job once they experienced dissatisfaction with their current job. With that, they will search for other job alternatives that best offer them. Intention to leave will be the next potential step after experience dissatisfaction in the withdrawal process. This withdrawal decision process advocates that thinking of quitting is the next logical step after experience displeasure. Intention to leave will be the following step after several steps have been taken which prior to actually quitting the job. These decisions would be vice versa if the employee experienced job satisfaction. Al-Battat, Som and Helalat (2013) applied Mobley's model in their literature review to determine whether job dissatisfaction leads to job turnover or job satisfaction leads to job retention in the local hospitality industry. Findings revealed that deprived working conditions would cause dissatisfied employees and ultimately quit the job.

In Mobley's model, it notifies that job dissatisfaction will incur the idea of quitting, assessment of the utility anticipated to hunt for other jobs and the costs which to bear when withdrawing the current job. From that evaluation, the individuals will trigger the intention to search for other alternative jobs which will come into sight. It will in

turn directed to the actual search for alternatives. Consequently, individuals will evaluate the accepted options identified. The final evaluation resulted in differentiating these alternatives to the current jobs, heading to an intention to quit and, ultimately leading to actual turnover. On the other hand, if the employee is satisfied with the job, they will choose to remain working in the current workplace without any doubt.

Though the above model is widely used by researchers to explain the employees' turnover, however Lee, Mitchell, Wise, and Fireman (1996) had developed a newly "Unfolding Model of Turnover," which the idea is grounded from Mobley's existing model. This model explains that possibly, dissatisfaction does not necessarily become the instantaneous antecedent for intention not to remain in the job and people also have the possibility to leave without going through the thorough job seeking, even not at all seeking other alternative jobs. Several people tend to move out very quickly without much cognitive effort, whereas some tend to be more analytic before they decide to leave. Yet still, some individuals are leaving the organization without searching for any other potential employment. This model extends the notion that people left jobs in different ways. In addition to this, they also proposed that voluntary turnover is not always a result of accumulated job dissatisfaction.

This model is also adapted from image theory of Beach (1990) based on the following three types of images: value, trajectory and strategic. Lee *et al.* (1994) introduced new concepts to the literature of employee turnover, namely “shock” and “script.” A “shock” is a specific event that initiates thoughts of quitting. A “script” is a psychological mechanism that results in routinized and programmed behavior (Lee *et al.* 1996). They proposed five paths that employees might follow prior to turnover. According to them, the time required for an employee to follow each decision path varies. For example, decision path one takes less time to occur than decision path four. Figure 2.2 and Figure 2.3 represent the decision paths of the unfolding model.

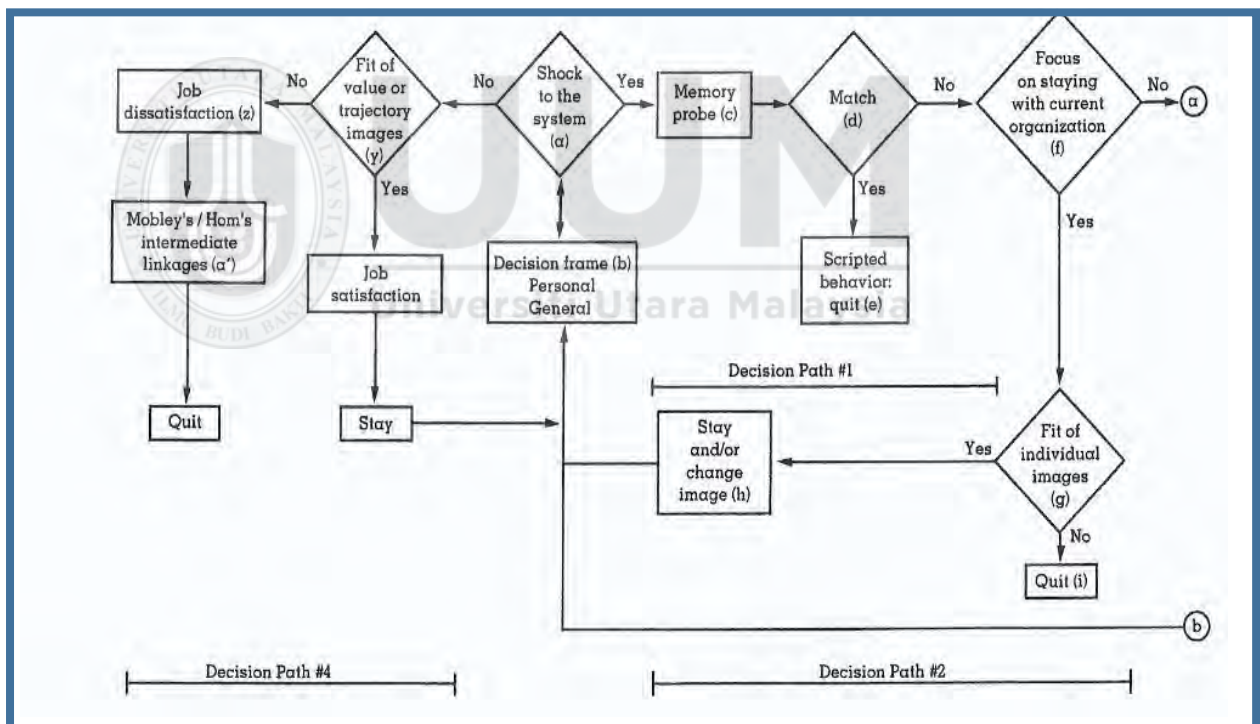


Figure 2.2
Decision Path #1, #2 & #4 Unfolding Model
Source: (Lee *et al.*, 1994)

Based on the current study, intention to remain is very crucial to be studied among self-initiated academic expatriates as whenever they exit, the university has to incur the cost of recruiting and maintaining other expatriates (Chew & Chan, 2008). The cost is even higher when it involves international employees as they need more time and space for various kinds of personal and environment adjustments (Awang, Ismail, Hamid & Yusof, 2016). As long as self-initiated academic expatriates and the universities are contented with the needs, expectations, desires or preferences, the expatriates will continue to commit themselves and stay with the institutions. Alternatively, the expatriates who perceive that their expectations are not met may be less committed to the institutions and may even consider leaving.

2.4 Empirical Evidence on Intention to Remain

Intention to remain is a topic dominating influence and interest to employers because of its potential to influence both workers and organizational performance. In the context of expatriation, intention to remain is also reported to have some influence on organizational outcomes such as job performance (Thomas & Lazarova, 2006), employee loyalty (Sreeleakha & Mohan Raj, 2014), organizational commitment (Lazarova & Caligiuri, 2001) and job satisfaction (Yavas & Bodur, 1999). Prior studies had shown that organizations are more likely to benefit through lower job turnover and higher output if their employees enjoy an optimal measure of intention

to remain. Importantly, more desirable it is for employees to show delight when they are working, considering the fact that they invest a lot of time and energy into their work (Amzat & Idris, 2011). Prior research had recognized a number of factors connecting to employee's intention to remain at the individual as well as organizational level.

The result found from a study done by Cao, Hirschi and Deller (2014) on 112 self-initiated expatriate employees in Germany showed a direct positive effect between perceived organizational support and intention to stay. However, there was a significant negative indirect effect between perceived organizational support and intention to stay when the career network of home country nationals was large. Nery-Kjerfve and McLean (2012) reviewed a paper on expatriates' repatriation. The conclusion yielded from the revision stated that returning employees often face problems adjusting to their home culture and headquarters organization, which often negatively influences their satisfaction on the job and their intention to remain in the corporation.

There was a mixed method study done by Stahl and Caligiuri (2005) among 116 German expatriates on assignment in either Japan or the United States, indicated the result that the use of problem-focused coping strategies did not seem to influence expatriates' desire to remain on the international assignment. Expatriates'

willingness to stay in the host country was found to be related primarily to the land of duty and the amount of time they have spent in the host country.

A study which was conducted by Tanova and Ajayi (2016) using questionnaires administered to a sample of 85 international faculty members working at five universities in North Cyprus, associated both constructs: interaction adjustment and intention to stay. The results revealed that interaction adjustment seems to be the strongest predictor of intention to stay in the country longer. The mediation analysis shows that work adjustment and general adjustment help to improve interaction adjustment which in turn improves intention to stay.

Lee, Chua, Miska and Stahl (2017) collected data via a questionnaire survey from an international sample of female (N=164) and male (N=1,509) expatriates who were on a company-sponsored international assignment at the time of completing the survey. The findings show that female expatriates' intention to remain are mainly explained by satisfaction with company support. In contrast, male expatriates' intention to remain are explained by repatriation concerns and perceived gap between within- and outside-company career-advancement opportunities.

Pak, Sun and Yang (2018) analyzed a sample of 475 host country nationals (HCNs) from 19 foreign multinational corporations (MNCs) operating in China and found

that the authoritative managerial style is positively ($\beta=0.115$, $p<0.01$) related with HCNs' turnover intention; while the social managerial style is negatively ($\beta=-0.134$, $p<0.01$) related with turnover intention.

A research on 311 expatriates is carried out by Andresen *et al.* (2018) where structural equation model (SEM) and mediation analyses proved full mediation of the positive relationship between sensory processing sensitivity (SPS) and turnover intention through perceived stress. Moreover, stress fully mediated the negative association between bonding social capital and turnover intention. High-SPS individuals tend to be easily overwhelmed by novel stimuli.

In the same vein, Hassan and Hashim (2011) examined 197 academic staff drawn from four public universities in Malaysia that included 124 Malaysians and 73 expatriate faculty members. Except for job satisfaction, where Malaysians recorded significantly higher endorsement compared to expatriates, no significant difference was found between the two groups on the perception of distributive, procedural, and interactional aspects of organizational justice, as well as organizational commitment and intention to remain. Rajani *et al.* (2018) conducted a study on the international students who come to study in Canada whether to stay and settled as a self-initiated expatriate or return home after completing their studies. Initially, personal factors (such as family encouragement), public policy, and employer practices "pushed" the

student to initiate the intention to repatriate back to their country of origin after the studies. However, personal ambitions (such as travel and career development opportunities) and prospects for a better life “pulled” them to initiate the intention to stay back to Canada.

Survey results by Hitotsuyanagi-Hansel *et al.* (2016) on 197 Chinese white-collar employees in Beijing and Shanghai showed that localization increases organizational commitment, which in turn reduces their turnover intention. Katsikea *et al.* (2015) have done a study on export sales manager’s intention to quit and found that both formalization and centralization relate positively to the export sales management behavior control system. Role stressors deleteriously affect export sales managers’ job satisfaction, which in turn affects negatively intentions to quit. In another investigation done by Nguyen *et al.* (2015) where the data were collected by questionnaire from 532 local employees and 471 Western expatriates currently working for the subsidiaries of multinational companies (MNCs) in Vietnam. The results showed that retention and absenteeism are more driven by local operation commitment than by parent company commitment for the local employees.

2.5 Work Performance

Work performance has been a crucial and significant dependent variable in industrial/organizational psychology (Schmidt & Hunter, 1992). It is deemed to be one of the most vital constructs in this discipline because it helps in understanding many functions undertake in a working environment neither in the country nor abroad. Based on this rationale, most organizations found this construct is critically important. As defined by Viswesvaran, Schmidt and Ones (2005), work performance is described as an ascendable activity, behavior and consequences that workers involve in or bring about that are linked with and contribute to organizational goals. Motowidlo (2003) defines job performance as the total expected value to the organization of discrete behaviors that an individual carries out over a standard period.

Work performance acts as the quality and quantity of work effectively attained by the individuals or the people in the group (Campbell & Wiernik, 2015). Translating the latter definition to the realm of expatriates, an explanation for expatriate effectiveness is the extent to which the expatriate's job performance reflects behaviors that are relevant to the organization's goals (Abdul Malek, Budhwar & Reiche, 2015). As defined by Lee and Sukoco (2010), the core facets of expatriate performance are fulfilling specific task requirements (accomplishing definable

projects) as well as developing and maintaining relationships with host country nationals.

Ordinarily, work performance can be seen as a standalone construct, so-called “overall” work performance. Nevertheless, most researchers have the same mind to agree that work performance is a mix of multidimensional factors such as two-factor model (Katz & Kahn, 1978; Borman & Motowidlo, 1997), three-factor model (Grant, 1996) and eight-factor model (Campbell, 1990) of work performance. Organizational researchers acknowledged performance as a multidimensional construct (Austin & Villanova, 1992; Campbell, McCloy, Oppler & Sager, 1993).

The two-factor model established by Katz *et al.* (1978) is divided into the factor that is recommended under organizational behaviors, which is the actual task (task dimension) and the factors that are made up of discretionary practices (contextual dimension). Borman *et al.* (1997) addressed the idea of two-dimensional models of work performance which separated into the task (also known as technical) and contextual dimensions. Task performance adds value to the organization through the technical core. This contribution can be either direct (e.g., workers inline production) or indirect (e.g., supervisors and employees). Generally, technical performance is associated with behaviors that convert raw material into goods and services, or else it straight away supports the organization, technically (Borman *et al.*, 1997). It is job-

specific, predicted mainly by ability, in-role behavior and it is part of the formal job description (Motowidlo, Borman & Schmit, 1997; Motowidlo & Schmit, 1999).

Unlike the task dimension, contextual performance contributes to the organizational goals by providing support to the society, organization and psychological background (Borman *et al.*, 1997). On the other hand, contextual performance is sort of like cooperating and helping related aspects which are vitally important for the success of individuals and organizations (Caligiuri, 2000). It is comparable for almost all jobs, anticipated primarily by personality and motivation, related to extra-role behavior, discretionary (e.g., non-mandatory) and unrewarded by conventional reward systems; and directly or indirectly getting consideration by the management (Borman *et al.*, 1997; Motowidlo *et al.*, 1999). Moreover, Campbell (1990) put forward an eight-factor model of work performance incorporating work specific task proficiency, non-work specific task proficiency, written and oral communication proficiency, as well as supervision, in the case of leadership position including management and administration. These are factors that relate to task performance. Furthermore, the other four elements are referring to contextual performance which demonstrating effort proficiency, maintaining effort proficiency, maintaining personal discipline proficiency and facilitating peer and teamwork performance.

Grant's (1996) three-factor model encompasses the dimensions of a Do-In-Role, a Know-In Role, and an Extra role work performance. Equivalent to Campbell's (1990) eight-factor model, Grant's Do-In-Role is found to be identical to the job-specific factor, while the elements of Know-in-Role relates to the non-work specific factor. Whereas, the extra role work performance dimension of Grant's is similar to and a combination of Campbell's maintaining Personal Discipline and Demonstrating Effort factors. Fluegge-Woolf (2014) has divided work performance into three elements; task performance, organizational citizenship behavior and creative performance.

No doubt that due to progressive work environments, an organization needs to have adaptive employees that lie under the adaptive performance dimension (Smith, Ford & Kozlowski, 1997; Pulakos, Arad, Donovan & Plamondon, 2000). As a result, Pulakos *et al.* (2000) presented an eight-dimensional taxonomy of adaptive performance which include handling emergencies or crises; handling work stress, solving problems creatively, dealing with uncertain and unpredictable work situations, learning work tasks, technologies and procedures, demonstrating interpersonal adaptability, demonstrating cultural adaptability and demonstrating physically oriented adaptability.

Self-initiated academic expatriates are recognized as vital for the health of an organization (Kapil & Rastogi, 2017). Expatriates contribute their time, effort, and energy into their jobs to increase performance (Andresen, 2014). Poor performance may prompt the expatriate to seek a position with another institution to avoid career damage (Haslberger & Brewster, 2009). Therefore in this current research, work performance becomes a pivotal construct to be studied in the international setting since those international academic staffs are expected to perform in teaching and consultancy projects, and at the same time conducting academic research and publications as well as to bring international grants. Excellent performance is the expected or hoped-for outcomes. Low performance is, of course, an undesirable outcome, which potentially leading to high costs of the institution (Olsen & Martins, 2009).

2.6 Empirical Evidence on Work Performance

Work performance is a crucial critical construct in academic research especially in the area of industrial and organizational psychology. It also forms a part of Human Resource Management performance which is an essential measure for organizational consequences and success. It is researched in various factors including individual and organizational factors. Work performance is ordinarily be investigated as a dependent variable across multiple expatriation works of literature (Lee *et al.*, 2010; Abdul Malek *et al.*, 2015).

In a research conducted on 332 expatriates working in Multi-National Corporation (MNC) in Malaysia, Che Rose, Sri Ramalu, Uli and Kumar (2012) found that personality factors became significant determinants of expatriate's work performance. On the other hand, Sri Ramalu (2010) in the study on organizational expatriates, associates CQ with work performance. Perceived self-efficacy had a strong association with performance achievement (Stajkovic & Luthans, 1998; Bandura & Locke, 2003). One empirical study triggered the idea that leaders with high hope intensity would significantly contribute to better work unit performance as well as increased retention and satisfaction rate among employees, compared to those with low hope intensity (Peterson & Luthans, 2003).

Lauring and Selmer (2015) examined 257 self-initiated academic expatriates who employed at nine universities in Singapore. They investigated a cognitively demanding work context to explore variations in the effect of different engagement dimensions and different expatriate work outcomes (job adjustment, time for proficiency, job satisfaction and work performance). The authors found that for expatriate academics, the different dimensions of job engagement have different relationships with work outcomes such that physical engagement and emotional engagement are positively associated with various work outcomes while cognitive engagement is negatively related or not associated at all with the same work outcomes.

Selmer and Luring (2014) did a study on 428 expatriate academics; results of this exploratory study showed that unhappiness conceptualized as Subjective Ill-Being (SIB) had a strong negative association with work adjustment, work performance, work effectiveness, and job satisfaction as well as a strong positive relationship with time to proficiency. Yusuf and Zain (2014) conducted a study that investigated the influence of cultural diversification on employees' working performance. The three elements of the survey were cultural knowledge and tolerance, language and communication issues and diversity of policies and practices. One hundred survey respondents were served with questionnaires. Findings revealed that cultural diversity had a positive relationship with the work performance of expatriate academics.

In another study, questionnaires were retrieved from 201 expatriates in Malaysia, and SEM was analyzed using AMOS 16. Results showed that personality traits (big five) which include extroversion, openness to experience, agreeableness, conscientiousness and neuroticism positively influenced expatriate adjustment, which further affected expatriate work performance rated by peers (Bhatti, Battour, Ismail & Sundram, 2014). A study on 215 expatriates working in a multinational manufacturing company in China revealed that goal orientations toward overseas assignments had differential relationships with expatriate work performance (Wang & Takeuchi, 2007).

2.7 Organizational Citizenship Behavior (OCB)

In the last century, authors were investigating the organizational behavior of employees hoping to explain reasons for specific reaction and relation with organizational performance. According to Veličkovska (2017), the idea of organizational citizenship behavior (OCB) has its starting points from the Barnard's (1968) notion of the "readiness to coordinate" and the "willingness to cooperate." Daniel Katz (1964) distinguish between dependable role performance and innovative and spontaneous behaviors as well as creative and unconstrained practices. Katz *et al.* (1978) noticed the difference between employees who put more effort than others in doing work. This effort was defined as helping colleagues with the work, protection of the organization's interests, giving pieces of advice, promotion of the organization".

Organ (1988) is the first author who put those concepts together and defined the concept of OCB. By his definition, "OCB has been defined as behaviors that an employee voluntarily engages in that promote the effectiveness of the organization but are not explicitly rewarded by the organization." As stated by this definition, it can be concluded that OCB is not defined by any formal organization regulation and that it is not related to any formal reward. Employees occupied within citizenship behavior simply because they need to, and it's anything but an issue of commitment. Moreover, the definition of OCB can be broadening beyond the performance index required by an organization in a formal job description. In the earlier time, many

researchers have investigated extra-role behavior based on the following characteristics (Organ, 1988; Podsakoff, MacKenzie, Paine & Bachrach, 2000) as “it goes beyond the formally prescribed role,” “it is based on individual initiative,” “it does not appear in the context of the organization formal reward structure” and “it is important for the effective functioning of the organization.”

Podsakoff *et al.* (2000) defined 30 different types of organizational citizenship behavior, which he arranged into seven distinct groups by the following order: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue and self-development. Helping behavior is a type of OCB where individual help others with their work or perform actions to prevent possible problems. Sportsmanship is defined as behavior which includes not only sacrificing for the sake of the team, but also motivating others during hard periods of difficulties. Also, it includes not having problems with the rejection of personal ideas by the team. Organizational loyalty is seen as protecting the interests of the company as being loyal to it but not many authors have confirmed organizational loyalty as a type of OCB. Organizational compliance is compliance with the organizational rules and procedures in total. Individual initiative is an extra-role activity, it includes involving in task-related behavior but it is not clear whether it is OCB type or just in-role behavior so many authors do not include it in OCB type. Civic virtue represents identifying an individual to an organization as a whole and protecting organization

interest in every aspect. The last is self-development; in that sense that means developing itself, individuals will contribute to the organizational benefits but it is not considered to be OCB type by many authors.

Polat (2009) in his work, describes five dimensions of OCB including altruism, courtesy, conscientiousness, sportsmanship and civic virtue. By altruism he means helping colleagues to perform their job, courtesy means helping others to avoid potential problem, conscientiousness means performing job according to the rules, sportsmanship means protecting team interests and avoiding team conflicts and at the end, civic virtue means high level of interest for the organization and high level of loyalty to the organization.

Organ (1988) has proposed five dimensions of employee OCB, which are most widely accepted, namely:

- (a) Altruism: Conduct that is straightforwardly and deliberately planned for helping a particular individual or group.
- (b) Civic Virtue: Conduct that is intended to expand one's cooperation in and backing of the organization all in all.
- (c) Courtesy: Making a move to keep issues from happening by regarding others' needs.

- (d) Conscientiousness: Completing the job practices well beyond the minimum required level, and
- (e) Sportsmanship: Practices that are included when an individual acknowledges minor disappointments without grumbling.

Research on OCB has been extensively done since its introduction nearly twenty years back (Yadav, Rangnekar & Bamel, 2016). OCB activities created for the organization are extremely large. Using the intellectual heritage of the word “citizenship” from political philosophy and related disciplines, OCB is positioned as the organizational equivalent of citizen responsibilities, of which there are three categories; obedience, loyalty, and political participation (Graham, 1991).

Interest in OCB and its related concept has substantially risen for the past few years which demonstrates the importance of this construct to be studied. According to Katz (1964), an organization in which members confine themselves to formal, in-role behavior will break down. For that reason, in this current research, there is a need to expand knowledge about OCB among self-initiated academic expatriates through investigating this construct as organizational effectiveness, which has been studied as a unidimensional construct.

2.8 Empirical Evidence on Organizational Citizenship Behavior (OCB)

An online survey by Negoro (2016) was established and distributed to 303 hospitality employees working in Japan using snowball sampling, which resulted that culture-based characteristics, workplace harmony and customer orientation are positively influenced the in-role perception of OCB-Altruism and OCB-General compliance. A detail investigation was done by Kim (2014) on 600 full-time employees of the Gwangju Metropolitan City Government discovered that clan culture is positively connected to affective commitment, and affective commitment is positively related to organizational citizenship behavior. However, clan culture and transformational leadership did not have a significant relationship with OCB.

A study by Jain, Giga and Cooper (2013) revealed a significant negative association between organizational stressors and OCB, a significant positive association between perceived organizational support (POS) and OCB, and confirmation that POS moderates the relationship between organizational stressors and OCB. In one cross-sectional study research design by Obedgiu, Bagire and Mafabi (2017) with the response of 239 civil servants in the local government sector which used quantitative approaches, reported the findings of a significant positive relationship between organizational commitment and OCB.

OCB also associated with organizational justice, where it showed a significant positive connection between the components of organizational justice (distributive, procedural and interactional justice as predictive variables), as accordance to Jafari and Bidarian (2012) in their study on 250 randomly selected employees of Islamic Azad University, Tehran. Data obtained by Zehir, Muceldili, Altindag, Sehitoglu and Zehir (2014) from 600 employees in several industry sectors indicated that ethical climate and charismatic leadership were significantly positively related to OCB. However, the ethical climate was found to be a weak mediator in the relationship between charismatic leadership and OCB. Nguni, Slegers and Denessen (2006) conducted a study on Tanzanian primary school teachers in a developing country and from regression analysis results, it was found that transformational leadership dimensions were having strong effects on teachers' job satisfaction, organizational commitment and OCB.

Similarly, studies on OCB have been done in the context of expatriation. A survey was empirically examined the association between organizational support, affective commitment, and expatriate's OCB. The questionnaire was retrieved from some 162 expatriates who worked in 37 subsidiaries of multinational corporations located in Mainland China for hypotheses testing. Results indicated that perceived organizational support (POS) from both the parent company and the subsidiary significantly related to affective commitment and organizational-directed OCB. The

results also showed that the affective commitment acted as a partial mediator of the relationship between parent company POS and organizational-directed OCB, and a full mediator of the relationship between subsidiary POS and organizational-directed OCB (Liu, 2009).

In another study by Adams, Srivastava, Herriot, and Patterson (2013) examined the association between careerist orientation and organizational citizenship behavior (OCB) among 232 U.S. expatriates working in the United Kingdom and 210 full-time employees representing on expatriates working in various organizations in the United States. They investigated the mediating role of life satisfaction in the relationship between careerist orientation and OCB. It is equally studied whether expatriate employees differed from non-expatriate employees in the strength of the relationship between careerist orientation and OCB. Hierarchical regression was used to test the hypotheses. Results showed that careerist orientation adversely affected OCB because of lower life satisfaction.

OCB had also been researched in the expatriation context based on the finding by Rafiq, Saleem, Bashir and Ali (2019). Data gathered from 458 eastern expatriates with current international assignments in different countries around the world indicated that hindrance stressors and intrapersonal motivation significantly predict adjustment which plays a partially mediating role in achieving OCB.

2.9 Organizational Trust

To obtain a comprehensive and better insight into the effectiveness construct, further potential antecedents of work effectiveness such as organizational trust, should be given empirical consideration. There is a bounty of studies to comprehend the concept of trust; trust in the knowledge economy (Zanini & Musante, 2013) as well as trust which grows through upwards, downwards and lateral influence (Knoll & Gill, 2011; Tuan, 2012). An employee who doesn't share trust with their management is not likely to possess a commitment to the organization (Tlaiss & Elamin, 2015). Not a single definition to describe trust. However, the most extensively used definition was suggested by Mayer, Davis and Shoorman (1995) as; the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action necessary to the trustor, irrespective of the ability to monitor or control that other party. Cummings and Bromiley (1996) denote organizational trust as the sensation as a result of confidence and support that an employee feels about the employer, in which the employee has developed a belief the employer will be dependable and be trusted to fulfill all necessary obligations towards the employee.

Mayer *et al.* (1995) developed a model of dyadic trust in an organization context that considers both characteristics of the trustee as well as the trustor. This distinguished model factors that contribute to trust (trustworthiness and trust propensity) and also

its outcome of risk-taking. Per their proposed model of trust, a method in understanding the reason why a particular party will have either larger or smaller aggregate of trust towards another party is by considering attributes of trustee; ability, benevolence and integrity.

2.10 Types of Trust

There are many different forms of trust. Tlaiss *et al.* (2015) distinguished trust into two foci; trust in immediate supervisor/manager and trust in the organization. Based on their study, trust in the immediate supervisor has a positive, significant and direct relationship with trust in the organization.

Vanhala and Ahteela (2011) supported the argument by Maguire and Phillips (2008), which according to them, can either trust in particular people, so-called interpersonal trust which is based on roles, systems and reputation. Or, trust in an organized system; so-called impersonal trust which based on interpersonal interaction between individuals within a particular relationship. McLeary and Cruise (2015) had examined an ideal of organizational trust, but later discovered that combining cognitive and socio-affective as trust determinants were valid in Jamaican culture instead of relying on cognitive determinants alone. Harvey, Reiche and Moeller (2011) had looked into an affective and competence-based trust.

The affective trust which is considered as relational or benevolence-based trust, demands the presence of an emotional agreement between the trustee and trustor, which binds the trustee to involve invaluable and loyal behavior towards the trustor without specifying any attributions for this behavior. It consists of the development of emotional attachment between trustor and trustee which this type of trust is easily damaged in the sense that it consumes time to grow but easily despaired, for example, any behaviors that are neglecting the underlying elements of an exchange relationship (Lewicki & Bunker, 1996). On the other hand, competence-based trust, also known as calculus-based or cognitive trust, reflects a person's competence, professionalism, ability and past performance. Trust can be a focal point in order to increase satisfaction and cooperation among members in the organization (Lee & Teo, 2005; Eser, 2012; Guinot, Chiva & Roca-Puiq, 2014). Several other positive work outcomes are associated with trust such as organizational effectiveness (Laschinger, Finegan, Shamian, & Casier, 2000), productivity (Musacco, 2000) and productive behavior (Parker, Williams & Turner, 2006). Trust can be explained in the trust model of Mayer *et al.* (1995) (Refer to Figure 2.4).

2.11 Trust Model

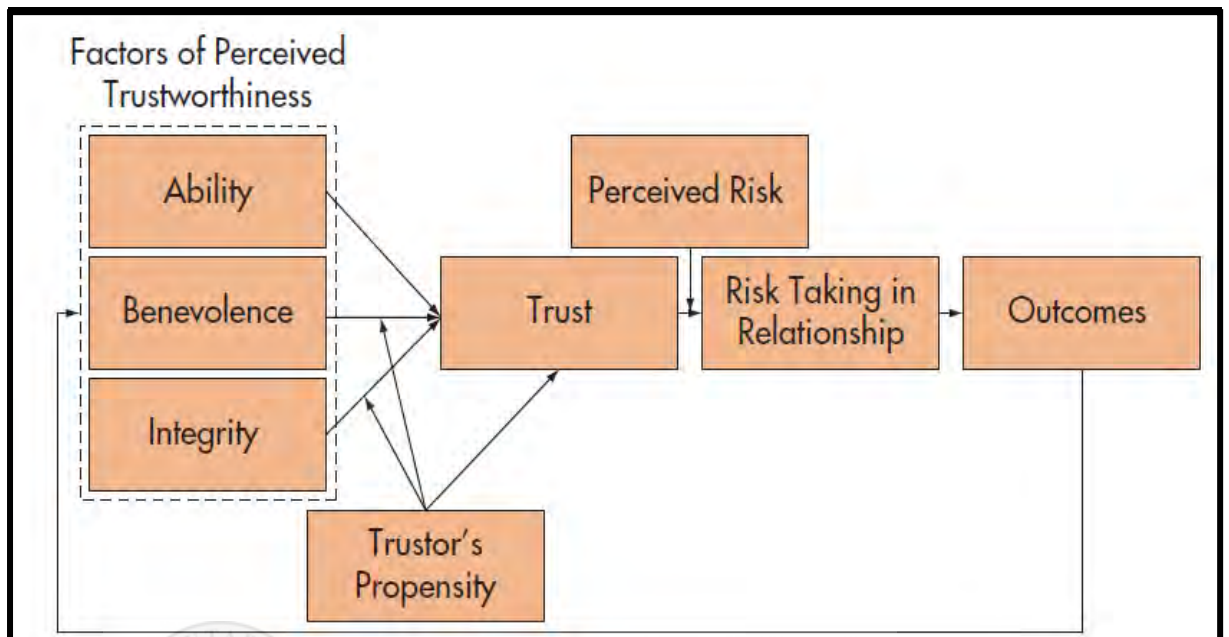


Figure 2.4
Model of Organizational Trust
Source: (Mayer *et al.*, 1995)

Figure 2.4 representing a trust model by Mayer *et al.* (1995), which explains the factors concerning the trustor and the trustee that lead to trust. This model put forward three major factors into consideration to deduce organizational trust: characteristics of the trustee, attributes of the trustor and the perceived risk. The intensity of trust currently influenced by the elements of trustworthiness that the trustee hold and the propensity of the trustor to trust.

This model differentiates the two antecedents of trust; between trustworthiness (comprise of trustee's ability, benevolence, and integrity) and trust propensity which explains the trustor's dispositional willingness to count on others. By considering attributes of the trustee, one party (trustor) will have either a greater or lesser amount of trust for another party (trustee). Mayer *et al.* (1995) have defined all three characteristics of a trustee appear as a set to explain a significant portion of trustworthiness. Ability falls in the category of skills, competencies and components that allow a party to dominate a particular domain. Benevolence is the degree to which a trustee is perceived to want to behave nicely to the trustor in their relationship aside from an egocentric profit motive. On the other hand, in the association between integrity and trust, Mayer *et al.* (1995) have defined all three characteristics of a trustee appear as a set to embraces the trustor's perception that the trustee adheres to a set of principles that the trustor finds acceptable.

As the continuity of Mayer *et al.*'s (1995) trust model, Rawlins (2008) has conceptualized his model similar to Mayer's. Rawlins claims that organizational trust and worker's overall view of trust are determined by employee's perception of an organization's competence, goodwill and integrity. Therefore, he defined trust as "one party's preparedness to be susceptible to the other based on self-confidence that the other party is capable and reliable, has the honor and acts with benevolence. Nevertheless, McLeary *et al.* (2015) argued that justice and respect are also

determinants to trust which trust is enabled when a worker is believing (exhibits high trust inclination) and the society is supposed to be fair, respectful, capable and proves kindness and honesty (extraordinary managerial credibility). The model is sketched as below (Refer Figure 2.5).

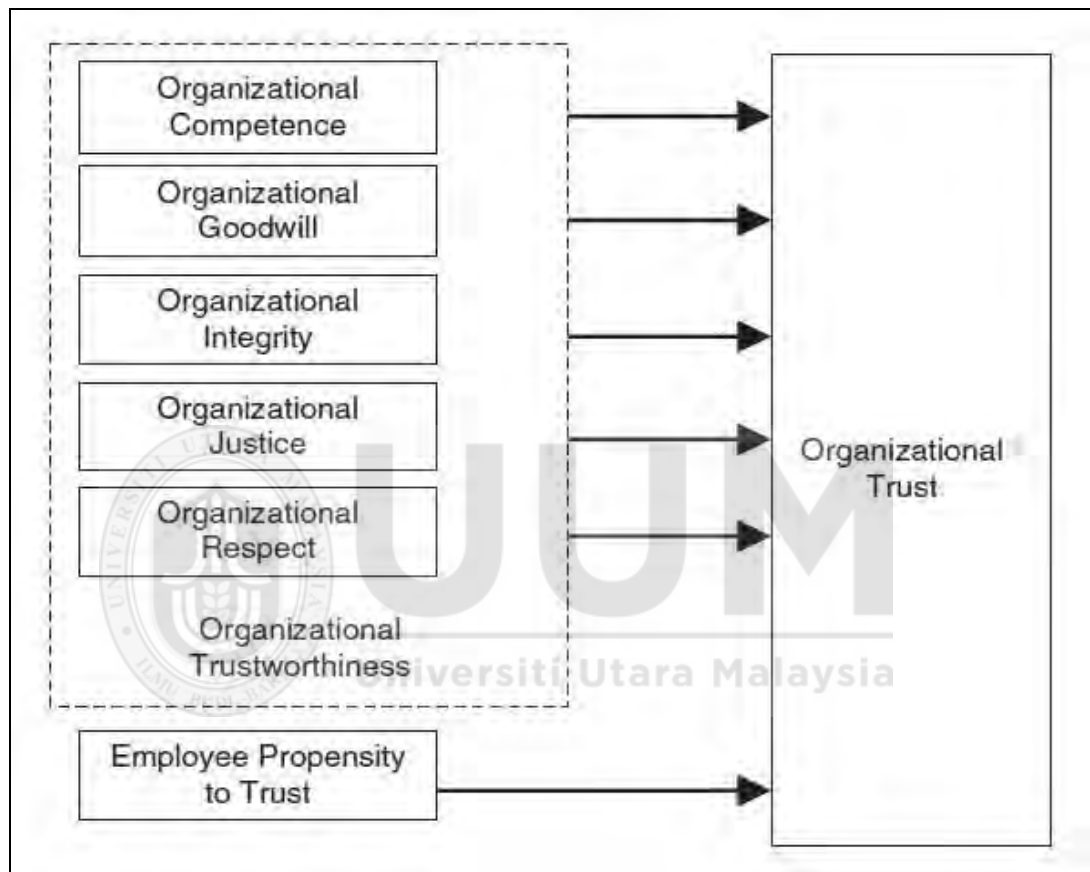


Figure 2.5
Culturally tailored model of trust
 Source: (McLeary *et al.*, 2015)

The culturally tailored model of organizational trust is developed by McLeary *et al.* (2015), which comprises affective elements of admiration and impartiality and

cognitive aspects of proficiency, friendliness and honesty as well as behavioral constituents of workers inclination to trust.

In addition to what has already been mentioned, organizational trust refers to the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action necessary to the trustor, irrespective of the ability to monitor or control that other party (Mayer *et al.*, 1995). Hence, when trust exists between academic expatriates and academic institutions they work with, it may lead to high work performance and encourage them to remain in the organization (Alfes, Shantz & Alahakone, 2016). For that reason, organizational trust is a very crucial construct to be studied in this research.

2.12 Empirical Evidence on Organizational Trust

Using questionnaires shared among 2668 Swedish expatriates and testing the robustness of high social trust in countries with different levels of institutional quality, results revealed that individual trust decreases with the length of stay in countries with high corruption and the low rule of law (Bergh & Öhrvall, 2018).

Toh and Sriniva's (2012) study was focused on a sample of Omani HCNs. They hypothesized and found that perceiving task cohesiveness is positively associated with HCNs' willingness to share information with expatriates and that trust mediates

this association. Besides, perceiving organizational support strengthens the relationship between expatriates' task cohesiveness and HCNs' trust, whereas interpersonal similarity had no influence. This research highlights essential ways in which trust and information sharing may be encouraged, and that HCN-expatriate interpersonal similarity is less critical to building trust when more diagnostic cues are available.

Research conducted by Shahnawaz and Goswami (2011) among 200 middle-level managers selected randomly from private and public sector organizations in Delhi and National Capital Region of Delhi disclosed that psychological contract violation had a positive relationship with organizational trust in both public and private sector. In another study by Akilli and Cingoz (2015) among local government personnel who employed in the Municipality of Nevsehir, Turkey, organizational trust was found to have a significant positive effect on work performance, mediated by the public service motivation.

Trust also had been studied as a mediator by Colquitt, LePine, Piccolo, Zapata, and Rich (2012). In their study on 195 employees of a hospital network located in the southeastern United States, it was found that trust mediates the relationship between organizational justice dimension and work performance by which affect-based trust will drive exchange-based mediation and cognitive-based trust drives uncertainty-

based mediation. Two hundred fifty-eight teachers were randomly drawn from Ekiti State public secondary schools participated in the study done by Usikalu, Ogunleye and Effiong, (2015). The result yielded from the study showed a significant effect of organizational trust on work performance among the teachers. The result is consistent with Birkenmeier and Sanséau's (2016) study which shows the correlation between customer service representatives' trust in their supervisor with their work performance. Data were collected from 457 employees holding customer contact positions at community and regional banks located in the southern part of the United States. In Tong's (2015) study on financial communication in initial public offerings, respondents depended significantly on organizational trust to estimate the number of target returns and lessen their perceived risks of losses of principles.

Trust is a very crucial construct as it is associated with organizational outcomes (Fulmer & Gelfand, 2012), comprising mergers and acquisitions in business developments (Maguire *et al.*, 2008). Tlaiss *et al.* (2015) follow the line of Whitener, Brodt, Korsgaard, and Werner (1998) and Redman, Dietz, Snape, and van der Borg (2011) to explore dual foci of trust, namely trust of managers in individuals (immediate supervisors/manager/direct boss) and trust in general representation (the organization as a whole). Choi and Yu (2014) in their study on Corporate Social Responsibility (CSR) management, found trust partially mediated the relationship between CSR and its outcomes, namely employee well-being and organizational

performance. Lewicka and Krot (2015) had proved that Human Resource Management (HRM) systems in two areas: HRM practices and processes could be the starting point for developing trust in the organization, which followed by commitment. In a different study of trust, Dahlstrom, Nygaard, Kimasheva and Ulvnes (2014) used the model of game theory approach and a “prisoner’s dilemma” game to analyze the choice between trust and opportunism in the banking industry. This study examined corporate customers and banks who behave cunningly by taking advantage of the other party’s trustworthiness, which showed the trust-trust option is the best solution.

Findings of one empirical study done by Guinot *et al.* (2014) indicated the positive effect of interpersonal trust on job satisfaction and partially mediated by job stress. Furthermore, the interpersonal trust had a negative relationship with job stress, which in turn is negatively related to job satisfaction. Parra, Lleó de Nalda and Perles (2011) constructively criticized the model described by Mayer *et al.* (1995). In accordance with them, Mayer’s model of trust lacks the elements of the role played by human will and the ability to make free choices. They argued that the concept of integrity is incomplete if both principles (trustee’s behavior) and moral habits (virtue) are not surrounded within the dimension. They also proposed trust as an interpersonal and two-way relationship where the trustor “freely” decides to make him or herself vulnerable to the action of the trustee.

Pucetaite, Lämsä, and Novelskaite (2010) explored the interrelation between organizational trust and ethics management tools as well as ethical organizational practices in the post-socialist society where trust is rather low. The investigation showed that ethics management tools had a weak relationship with trust since tools sometime will diminish trust if not reasoned and thoroughly explained to employees. In contrast, ethical organizational practices were significantly and strongly predetermined organizational trust. However, the combination of both, neither ethic codes nor ethical organizational practices might predict a substantial effect on organizational trust. Eser (2012) examined the impact of inter-organizational trust on performance between franchisor and franchisee relationships in the fast-food industry in Turkey which revealed the results that trust was found to be positively associated with cooperation and satisfaction. On the other hand, it was found to be negatively associated with transaction costs.

Walumbwa, Luthans, Avey, and Oke (2011) examined trust at the group level which group trust found to mediate the relationship between authentic leadership and the desired outcomes namely performance and citizenship behavior. Initial public offerings' investors rely significantly on organizational trust to estimate their amounts of target returns and mitigate their perceived risks of losses of their principles (Tong, 2015). Apart from the environment that trust provides, individuals' perception of their ability to contribute positively to the organization may also be

valuable in the effectiveness process. Abubakar, Chauhan and Kura (2014) found that interpersonal trust will reduce the tendency of employees to quit their job. As investigated by Balkan and Soran (2014), the research result showed that trust factors (trust in management, co-worker trust and trust to the manager) had a significant effect on the satisfaction factor of turnover intention but the significant negative effect on seeking for job factor. Trust in the organization also acted as a moderator on the relationship between perceived organizational supports (POS) and turnover intention, whereby the link between POS and turnover intention is negative and significant only when the employees have high trust in the organization (Ertürk, 2014).

In Kashyap and Rangnekar's (2016) study, it is indicated that trust in leaders plays the role of mediator in servant leadership-turnover intention relationships. So was the study by Khan, Langove, Shah and Javid (2015) which showed the mediating effects of trust and job performance were significantly negative on the relationship of transformational leadership to turnover intention. According to Ozturk, Hancer and Wang (2014), both affective trust and cognitive trust were negatively related to employees' turnover intention. In addition, the results of the study by Tirelli and Goh (2015) indicated that the relationship between organizational trust and turnover intention is mediated by organizational learning capability. Soomro, Halepoto and Memon (2015) found trust is not significantly related to employees' turnover. Based

on the above empirical pieces of literature on trust issues, to the best of the researcher's knowledge, there is still lacking studies related to trust associated with self-initiated academic expatriates, particularly in the context of Malaysia.

2.13 Psychological Capital

In psychology discipline, it entirely begins intending to fix the damage, inhibits problems and put up strength in individuals. The mission of psychology is mainly about helping people to live more productive and fulfilling, perhaps to recognize and nurture talented and gifted person, along with helping the mentally ill (Luthans, 2002). Psychologist views this positivity as imperfection, misconception, unfairness, hallucination and errors of the human being (Sheldon & King, 2001). After years, Martin Seligman, the president of the American Psychological Association, began to realize that some criteria have been overlooked; the positive approach in psychology which building on strengths. Positive psychology aims to persistently persuade psychologists to embrace with open and appreciative perspective pertaining to an individual's potentials, motives and capacities (Sheldon *et al.*, 2001). Individuals experiencing positive psychology are encountering circumstances that they interpret as desirable in multiple domains or workplaces (Lyubomirsky, King & Diener, 2005).

The objective of positive psychology is to accelerate a change in the focus of psychology, building positive life qualities, and even more so focusing on fixing the worst things (Seligman & Csikszentmihalyi, 2000). The development of the positive psychology movement has fortified the idea that psychological strengths and resources can form positive attitudes. Luthans (2002) discovered a positive approach to organizational behavior and applied positive psychological support in the workplace. He invented the term “positive organizational behavior” (POB) which can be defined as “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement in today’s workplace.” To be considered as part of POB, there must be theory and research to support the positive construct, valid and measurable, state-like, concerned with the development and contribute to positive impact, attitudes, workplace performance and behaviors (Luthans, 2002). Self-efficacy, optimism, hope and resilience are the most established and high impact psychological resources invented by Luthans (2002), which meet the criteria of POB.

The four facets of POB, self-efficacy, optimism, hope and resilience are the most essential part underlying so-called psychological capital. The construct of psychological capital becomes a continuation of the economic theory of capital (Luthans & Youssef, 2004). Classical economics terms capital as the durable goods

that act as factors of production (e.g., land, labor, capital and entrepreneur). In some formulations, these goods are presumed to also include non-tangible factors such as management and organization (Seligman *et al.*, 2000). The idea of non-tangible capital led to common variations including human capital (Goldsmith, Veum & Darity, 1997) and social capital (Cohen & Prusak, 2001). An employee with a high degree of psychological capital will be prepared to effectively achieve better attainment (Caza *et al.*, 2010). Psychological capital can provide a competitive advantage to an organization (Luthans, Luthans, & Luthans, 2004; Luthans, Youssef & Avolio, 2007). Psychological capital has been defined as “an individual’s positive psychological state of development that is characterized by (a) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (b) persevering towards goals and, when necessary, redirecting paths to goals (hope) in order to succeed; (c) making a positive attribution (optimism) about succeeding now and in the future; and (d) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Luthans *et al.*, 2007).

It is clearly understood that psychological capital will help the expatriates to have the confidence to retain in the organization. It is a positive psychological state of development of an individual (Tho, Phong & Quan, 2014) which must be considered an important variable and predisposing factor in driving the performance of start-up

expatriation (Chai, 2016). Hence, in this study, it is pivotal for psychological capital to be studied among self-initiated academic expatriate since it can reduce their negative behaviors and increase their positive behaviors.

2.14 Empirical Evidence on Psychological Capital

Psychological capital contributes to the career development field (Liu, Hu, Wang, Sui & Ma, 2013). A study done by Avey, Luthans, Smith, and Palmer (2010) provided initial evidence that positive resources such as employees' psychological capital may direct to the needed result of their psychological well-being (PWB) over time. Employee well-being is not only dependent on organizational factors but also on personal factors. A study explored the impact of employees' perceptions of organizational support on their stress-coping capabilities and whether their psychological capital plays a mediating role in this relationship using the sample of employees in special education and rehabilitation centers in Turkey. Results revealed a significant positive correlation between perceived organizational support (POS) and problem-focused stress coping (PFSC) and no significant relationship between POS and emotion-focused stress coping (EFSC). A significant positive association was detected between POS and psychological capital. Accordingly, the findings showed that psychological capital plays a partial mediating role in the association between POS and PFSC (Erdem, Turen, Gokmen & Tuz, 2017).

Peterson, Luthans, Avolio, Walumbwa, and Zhang (2011) had conducted a study among 179 financial advisory-type employees on the level of an individual's psychological capital in determining one's work performance. Their study tested on the stability or variability of one's psychological capital over time, which brought the result that employees' psychological capital is positively related to multiple measures of performance, including both supervisor-rated and objective sales performance. Contradict with a study by Avey, Luthans and Jensen (2009) on 416 working adults from a wide variety of jobs and industries; psychological capital was found to have a significant negative relationship with employees' perceived symptoms of job stress, as well as lower intention to quit.

Hierarchical multiple regression analysis was done by Choi and Lee (2014) in a cross-sectional study which collected data from 373 employees in South Korea, indicated that psychological capital was found positively associated to perceived performance, work happiness and subjective well-being; and negatively related to turnover intention while controlling the Big Five Personality traits. The study findings of Avey *et al.* (2009) indicated that employees' psychological capital had a significant negative relationship with their intention to quit and job search behaviors, which were the indicators of voluntary turnover. Psychological capital also had been studied as a moderator whereby Wang, Sui, Luthans, Wang and Wu (2014) found the positive relationship between authentic leadership and job performance which

moderated by followers' psychological capital in the study done on 801 followers and their immediate leaders from a Chinese logistics firm located in the capital city Beijing. Baluku, Kikooma, and Kibanja (2016) found that optimism which is the component of psychological capital significantly moderates the relationship between start-up capital and entrepreneurial success. Therefore, both start-up capital and psychological capital were significant predictors of entrepreneurial success. Psychological capital acts as a significant predictor of manager rated performance (Norman, Avey, Nimnicht & Pigeon, 2010).

Lok (2011) designates the result that psychological capital had a strong mediation effect between positive emotions and turnover intention. Appolis's (2010) result showed that psychological capital is negatively related to turnover intention. Kemp, Ronay and Oostrom's (2013) result indicated that psychological capital played a significant role in mediating the relationship between new ways of working (NWW) and job satisfaction and performance; and a potent mediator between employees' satisfaction with buddying and work engagement (Nigah, Davis & Hurrell, 2012). In a different study, psychological capital moderated the negative relationship between PSS and turnover; another finding from the same authors prove the negative relationship between POS and intention to remain which mediated by psychological capital (Tüzün, Fatih & Basim, 2014). Gupta and Singh (2014) developed propositions about the mediating and moderating role of psychological capital for

HRM-creativity relationship. As they proposed, employee psychological capital will mediate the relationship between high-performance work practices and employee creativity, as well as it will moderate the relationship between HRM practices and employee task motivation such that the relationship will be stronger when psychological capital is higher than when it is low.

Research on psychological capital had also been done in the context of the cross-cultural domain. Using a sample comprising of 212 Chinese expatriates currently assigned to 56 different countries, Liu (2014) concluded that expatriates' cross-cultural psychological capital is positively related to expatriate adjustment and work performance. Yunlu and Clapp-Smith (2014) see psychological capital in different cultural settings with metacognitive awareness and also associate with motivational CQ and perspective-taking. In another study done by Parish (2016), coaching support might enhance international executives' psychological capital and global competencies.

Based on the above review of most works of literature regarding psychological capital, it is found that very few research is done in cross-cultural settings. Psychological capital is significant to be studied in contributing to the body of knowledge which helps in theory building, besides helping to understand what predicts employee positivity and how employee positivity relates to organizational

effectiveness. Although several studies placed psychological capital as an antecedent, however, more empirical studies are needed on expatriation context as it essential especially to self-initiated academic expatriates since these people will be prepared to effectively achieve better attainment by having a high degree of psychological capital.

2.15 Cultural Intelligence (CQ)

Cultural intelligence (CQ) refers to a person's capability to function effectively in culturally diverse contexts (Ang, Rockstuhl & Tan, 2015). This definition of cultural intelligence as a capability emphasizes a person's potential to be effective across a wide range of intercultural contexts. Cultural intelligence differs from the capability to function effectively in a specific culture. Instead, cultural intelligence reflects a comprehensive set of capabilities that facilitate one's effectiveness across different cultural environments. Individuals with high levels of CQ have the social capability to decide upon appropriate behaviors, interactions, and communications and are able to function and handle problems effectively in various intercultural contexts (Ang *et al.*, 2007). People with higher CQ tend to adapt quickly to other cultures with minimal stress and difficulty (Brislin, Worthley & Macnab, 2006). Further, these individuals show the ability to gather and manipulate information toward cultural cues and to interact effectively in culturally diverse workplaces (Jyoti & Kour 2015).

Defined as ‘a person’s capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context’ (Earley & Ang, 2003), CQ is a multidimensional construct targeted at situations involving cross-cultural interactions arising from differences in race, ethnicity, and nationality. Its constructs consist of metacognitive, cognitive, motivational and behavioral. Flavell (1979) pinpointed that metacognitive CQ reflects the process where ones used to obtain and presume cultural knowledge, which involves the understanding of and control over one's judgment towards so-called “alien culture.” Whereas, cognitive CQ contemplates knowledge about conventions, norms and practices in different cultures gained from education and personal experiences, associates with knowledge on economics, legal and social systems in dissimilar cultures and subcultures (Triandis, 1994); so does the knowledge of cultural values, fundamentally (e.g., Hofstede, 2001). On the other hand, motivational CQ reflects the capability to extend awareness and strength in order to learn about and functions in different cultural environments. Behavioral CQ notes the capability to display proper verbal and nonverbal conduct when communicating with the crowds in dissimilar cultures (Hall, 1959). CQ is a vital cross-cultural skill and may act as a coping strategy and stress relief mechanism to assist individuals making an effective transition into new jobs and culture in the host country (Sri Ramalu, Subramaniam & Nadarajah, 2018).

CQ is selected as situational factor in this research because the expatriate needs to create awareness to acquire and understand culture-related knowledge and control the cognitive process (Chua, Morris & Mor, 2012). CQ allows an individual to appreciate the diversity of experiences to formulate rapid, accurate, and situational sensitive responses to emerging issues (Lovvorn & Chen, 2011). Individuals with high CQ are culturally competent, having a repertoire of cognitive, behavioral and motivational abilities to work effectively with members of different cultures and adapt to foreign environments (Ott & Michailova, 2018). Hence, CQ is highly essential to be studied in this research, whereby CQ is expected to moderate the relationships between organizational trust and self-initiated academic expatriates' effectiveness.

2.16 Empirical Evidence on Cultural Intelligence (CQ)

In 2006, Ang and Van Dyne conducted a study on 338 business undergraduates at a large public university in Singapore on the relationships between Big Five personality (conscientiousness, agreeableness, extraversion, emotional stability and openness to experience), and the four-factor model of CQ; metacognitive, cognitive, motivational and behavioral. Results from the findings suggested that openness to experience is the only Big Five that is significantly related to all four aspects of CQ. A study had been done by Groves, Feyerherm, and Gu (2015) on 113 fully employed MBA students, each representing a different organization. By controlling emotional intelligence, international and negotiation experience as well as personality

(openness to experience and extraversion), CQ predicted negotiation performance while interest-based negotiation behaviors partially mediated the relationship between CQ and negotiation performance.

Wood and St. Peters (2014) conducted a short term cross-cultural study tours on individuals taking part in a global business study tour as part of an MBA program outside the USA. These study tours involved visiting several culturally significant sites, eating in local restaurants, interacting with local nationals, and other activities to give them exposure to the local culture. Results pointed out that short-term cross-cultural study tours exhibited a significant relationship with enhanced metacognitive CQ, cognitive CQ and motivational CQ, except for behavioral CQ. CQ also associating with lowering cross-cultural adaptation stress whereby based on a sample of 171 undergraduate and postgraduate students, Crowne and Engle (2016) prove that motivational CQ significantly impacted decreasing cross-cultural adaptation stress levels experiences during short term trips. In a different study which contributes to the tourism industry, the sample was taken from 503 British tourists who had visited Spain. Results revealed that the tourist's previous experience of the destination country exerts influence on their CQ and that CQ is a determinant of destination perceived value (Frías-Jamilena, Sabiote-Ortiz, Martín-Santana & Beerli-Palacio, 2017).

Chao, Takeuchi and Farh (2017) tested the theoretical model using a sample of students who were enrolled in the international exchange program in Hong Kong, with a three-wave time-lagged design. The results showed that implicit culture beliefs influenced intercultural rejection sensitivity, which impacted the cross-cultural adjustment and the CQ. CQ also had been studied as a moderator. In another research carried out by Tuan (2015) on 409 respondents from multi-national companies (MNCs) in the Vietnam business context indicated the research findings that CQ moderates the relationship between entrepreneurial orientation and competitive intelligence. In most recent research, Sri Ramalu *et al.* (2018) found a positive connection between CQ and work engagement and between CQ and psychological needs satisfaction. Jiang, Le and Gollan (2018) did an empirical study that explicitly examined CQ as an antecedent of voice behavior and it explored the mediating role of leader-member exchange (LMX) in the CQ–voice relationship. Two hundred and sixty-one usable questionnaires were collected from migrant workers in Australia using an online survey. The data were analyzed with regression analyses and structural equation modeling. Results showed that migrant employees with higher CQ were more likely to engage in voice behavior. LMX partially mediated the positive relationship between CQ and voice behavior.

Presbitero and Quita (2017), in another study which sees self-initiated expatriation as a form of global, posited that individuals who want to work overseas rely mainly on

their adaptive resources to develop their careers. Data was collected from 514 university students in the Philippines, and career adaptability was found to be positively and significantly associated with overseas career intention. In addition, CQ was found to moderate the said relationship. These results offer the groundwork for understanding the earlier stages of expatriate careers and, in particular, how the intention to have a job in another country is developed and influenced by the interaction between the self-regulatory characteristics and intercultural capability of individuals. Above all studies been done on CQ as the capability to deal effectively with people from different cultural background, however, studies which focusing mainly on self-initiated academic expatriate still scarce and very important to further explored especially in Malaysia context.

2.17 Research Gap

Even though there is a collection of literature concerning work performance on expatriation context, both self-initiated and organization initiated, there is still lacking studies being done on self-initiated expatriates in the Malaysian context. Hence, in this current research, it is crucial to further investigate the antecedents of work performance which considering self-initiated academic expatriates in Malaysia as a unit of analysis. From the literature review, several conclusions can be drawn. Firstly, the present study examines the mediating role of psychological capital on the relationship between

organizational trust and intention to remain, work performance, and OCB. Further, the study also examined the moderating role of CQ on the relationship between organizational trust and intention to remain, work performance and OCB. Several predictors of effectiveness (intention to remain, work performance and OCB) have been identified in the literature. To date, some of the predictors of effectiveness that have been studied include the job performance (Thomas & Lazarova, 2006), employee loyalty (Sreeleakha & Mohan Raj, 2014), organizational commitment (Lazarova & Caligiuri, 2001) and job satisfaction (Yavas & Bodur, 1999).

Despite these empirical studies, kinds of literature indicate that very few studies have looked at the effects of organizational trust on intention to remain, work performance and OCB. Even if there are studies on these constructs, the reviews are limited to examining specific types of effectiveness variant such as work engagement (Lauring & Selmer, 2015), work performance (Hassan & Diallo, 2013; Qureshi, Shah, Mirani & Tagar, 2017), turnover intention (Cerdin & Pargneux, 2014; Hussain & Deery, 2018) and cross-cultural adjustment (Okpara, 2016; Wechtler, Koveshnikov & Dejoux, 2017) Hence, in order to better understand variety of effectiveness constructs, this study intends to assess the influence of organizational trust on self-initiated academic expatriate's intention to remain, work performance,

and OCB.

Secondly, a comprehensive review of the literature indicates that there are inconsistent findings regarding the relationship between organizational trust on OCB (Jain *et al.*, 2013; Kim, 2014). To better understand the underlying factors influencing self-initiated academic expatriates, this study intends to assess the effectiveness factors (intention to remain, work performance and OCB) as well as by incorporating psychological capital as a mediator and CQ as a moderator on the relationship between organizational trust, and intention to remain, work performance and OCB. By doing so, this study aims to understand better and explain the predicting factors of self-initiated academic expatriates teaching in Malaysian HEIs.

Overall, the study incorporates organizational trust, as the independent variables and intention to remain, work performance, and OCB as the dependent variables in the study. Besides, psychological capital is included as a mediator while CQ is absorbed as a moderator to explain better and understand the influence of each dimension in organizational trust among self-initiated academic expatriates teaching in Malaysian HEIs.

2.18 Relevant Theories

Theories are significant for every research as they assist in shaping and directing the research. The Social Exchange Theory is used in this study.

2.18.1 Social Exchange Theory (SET)

Social Exchange Theory (SET) evolved in the disciplines of social psychology, anthropology, sociology, and identified human social behavior in the economic effort (Homan, 1958; Gouldner, 1960; Blau, 1964). This theory brings up to an exchange procedure to maximize the benefits and minimize cost in social behavior (Cherry, 2014). This micro-level process of exchange refers to the individuals' voluntary and discretionary actions that are motivated by the returns which they expected (Cook, Cheshire, Rice & Nakagawa, 2013). Therefore, the process involves a series of interactions and generally seems to be interdependent and contingent on the actions of another person (Cropanzano & Mitchell, 2005). Blau (1964) initially differentiates social exchange from economic exchange. The economic exchange claimed the explicit and conditional trade, whereas social exchange implies long term implicit obligations with unspecified contributions of immaterial, symbolic and personal values. Foa and Foa (2012) stated that this exchange process in human interactions is not limited only to material goods like money, goods, and services; rather, socioeconomic resources such as information, love, respect and status may also be exchanged. SET explains how relationships are established and developed between

individuals in a social contexts. The main premises of this are those who received valued resources tend to provide another party in exchange relations. This theory also proposes that when two parties fulfill the rules of exchange, a social relationship built on mutual trust and commitment will be created (Nazir & Islam, 2017).

Social relations are governed by the norms of reciprocity (Gouldner, 1960), which states that people should return benefits given to them in a relationship. This medium is treated as a powerful engine for inspiring, nourishing and regulating the corporate behavior of employees to accomplish sustaining social organizations. Further, he emphasized that there are two kinds of reciprocity as positive and negative. It fundamentally argued that employees would demonstrate ethical behavior and increase their sense of obligation toward the employer to reciprocate the positive contributions made by the organization. On the contrary, employees will reciprocate negatively when they perceive that the organization is not treating favorably toward the exchange as expected (Golden & Veiga, 2008). However, the time and the form of reciprocation cannot be enforced and it lies in the discretion of the receiver. According to SET, social interactions are morally bound to reciprocate and the nature of the return cannot bargain (Homans, 1958).

The used of SET as a model match with the current study shows the basis of the exchange rule or principle the researcher relies on, which emphasizes reciprocity.

The basic principle of SET is that, in the relationship, there must exist trust, loyal and mutual commitments. In the current research, SET explains the relationship between self-initiated academic expatriates with their employers, colleagues and administrators in the university they currently work with. As proposed by this theory, when the organization creates a supportive environment, such as trustworthy, besides the organization values their contributions and cares about their well-being, as a result, feeling of obligation emerged from the exchange.

There is a primary form of interaction when two or more parties have something beneficial to each other. These self-initiated academic expatriates will evaluate their employer and ultimately absolute trust towards the organization. The social exchange involves “trusting others” and “personal obligations” (Blau, 1964). When self-initiated academic expatriates display a potent in the organization, it will increase the level of psychological capital in themselves and at the end, will have stronger intentions to remain in the organization and at the same time, these self-initiated academic expatriates will invest more effort and time on the present job. In contrast, if self-initiated academic expatriates have less concern about work, they will be more likely to have less productive work performance (Goodwin, Groth & Frenkel, 2011).

2.19 The rationale for Choosing Variables of Study

Malaysian HEIs have the aspiration to be ranked among the top world universities. Consistent with this, the recruitment of self-initiated academic expatriates is unavoidable in an event to provide world-class tertiary education. Likewise, universities need to retain self-initiated academic expatriates as part of their internationalization effort to attract international students to study in Malaysian HEIs. Nevertheless, the issue of their effectiveness which pointed to their high turnover rate still taken place. According to Saraih *et al.* (2017), the effect of employee turnover still prevails, not in the present workplace solely, but even more so in HEIs. Most severely, the performance of those who remain in the country is questionable and could be more costly to recruiting universities. Self-initiated academic expatriates are expected to perform effectively in their international assignments such as research and publications in top journals, quality teaching and consultancy projects, and to bring in the international grants. Therefore, the present study will examine the level of effectiveness of self-initiated academic expatriates in public HEIs in Malaysia. For this reason, the intention to remain, work performance and OCB are found in the literature as important measures of effectiveness.

Trust plays an essential predictor of effectiveness among employees. Trust is important in which they will reflect on individual and organizational effectiveness,

as well as to gain their commitment. As said by Baek and Jung (2015), current evolution in the organizational sciences reviews the importance of interpersonal trust relationships in sustaining the effectiveness of individuals and organizations. This statement is supported by Tlaiss *et al.* (2015), employees who do not trust their management and organization are less likely to be committed and productive. In a similar situation, self-initiated academic expatriates who do not trust their employers will tend not to be loyal to the organization, less perform in their job, not committed and ineffective. Based on prior research done by the previous scholars indicates the significant importance of organizational trust to be developed among self-initiated academic expatriates and HEIs. Expatriates who do not trust the institutions will tend to prematurely return to their home country (Tahir, 2018). The expatriates are essential to the institutions since they are playing a critical role in transferring knowledge (Fang, Jiang, Makino & Beamish, 2010).

Trust alone probably not suffice to motivate expatriates to perform in their scholarly specific assignments. Psychological factors associated with their mental well-being, behavior, thinking, emotion, motivation, personal relationship, ability and capability will help self-initiated academic expatriates to further strengthen their trust towards the organization and retain in the organization they work with and at the end effectively performing in their job. Therefore, psychological capital can be considered as the mediator of the relationship between organizational trust and the

effectiveness (intention to remain, work performance and OCB). As stated by Çavuş and Gökçen (2015), psychological capital is defined as an individual's psychological state of development that can assist to reinforce the effect of trust on effectiveness (intention to remain, work performance and OCB).

CQ is chosen as the moderating variable in this study. The moderating variable defines that the presence of a third variable will modify the original relationship between independent and the dependent variable (Creswell, 2014). Further, it has a strong contingent effect on the dependent variable and independent variable relationships (Sekaran & Bougie, 2016). In its nature, the moderator act as a “quantitative and qualitative variable that affect the direction or strength of the relationship between independent and the dependent variable (Baron & Kenny, 1986). CQ is a crucial aspect to be researched as a moderator that has considerable impacts between organizational trust and effectiveness. Consequently, it is recommended that those responsible for the education system to consider CQ to increase the self-initiated academic expatriates' work effectiveness, as well as the institutions too can benefit when CQ is promoted and generated (Mirsafian, 2016). In this study, CQ is considered as the quantitative moderating variable due to the fact that self-initiated academic expatriate has to adjust and capable to successfully deal with different nations having dissimilar cultural context and upbringing. CQ will

moderate the relationship between psychological capital and self-initiated academic expatriates' effectiveness (intention to remain, work performance and OCB).

2.20 Theoretical Framework

This study explores the relationship between organizational trust and self-initiated academic expatriate's effectiveness (intention to remain, work performance, and OCB), with the presence of mediating variables of psychological capital and the moderating role of CQ. Based on the theoretical foundations and empirical shreds of evidence gathered through a literature review, a research framework is proposed as illustrated in Figure 2.7. The proposed theoretical framework comprises of organizational trust as the predictor of effectiveness (intention to remain, work performance and OCB) and act as the independent variable. Each arrow directs the relationship. Psychological capital which consists of hope, self-efficacy, resilience and optimism act as the mediator between organizational trust and effectiveness (intention to remain, work performance and OCB) and CQ as the moderator in the relationship between organizational trust and effectiveness (intention to remain, work performance and OCB).

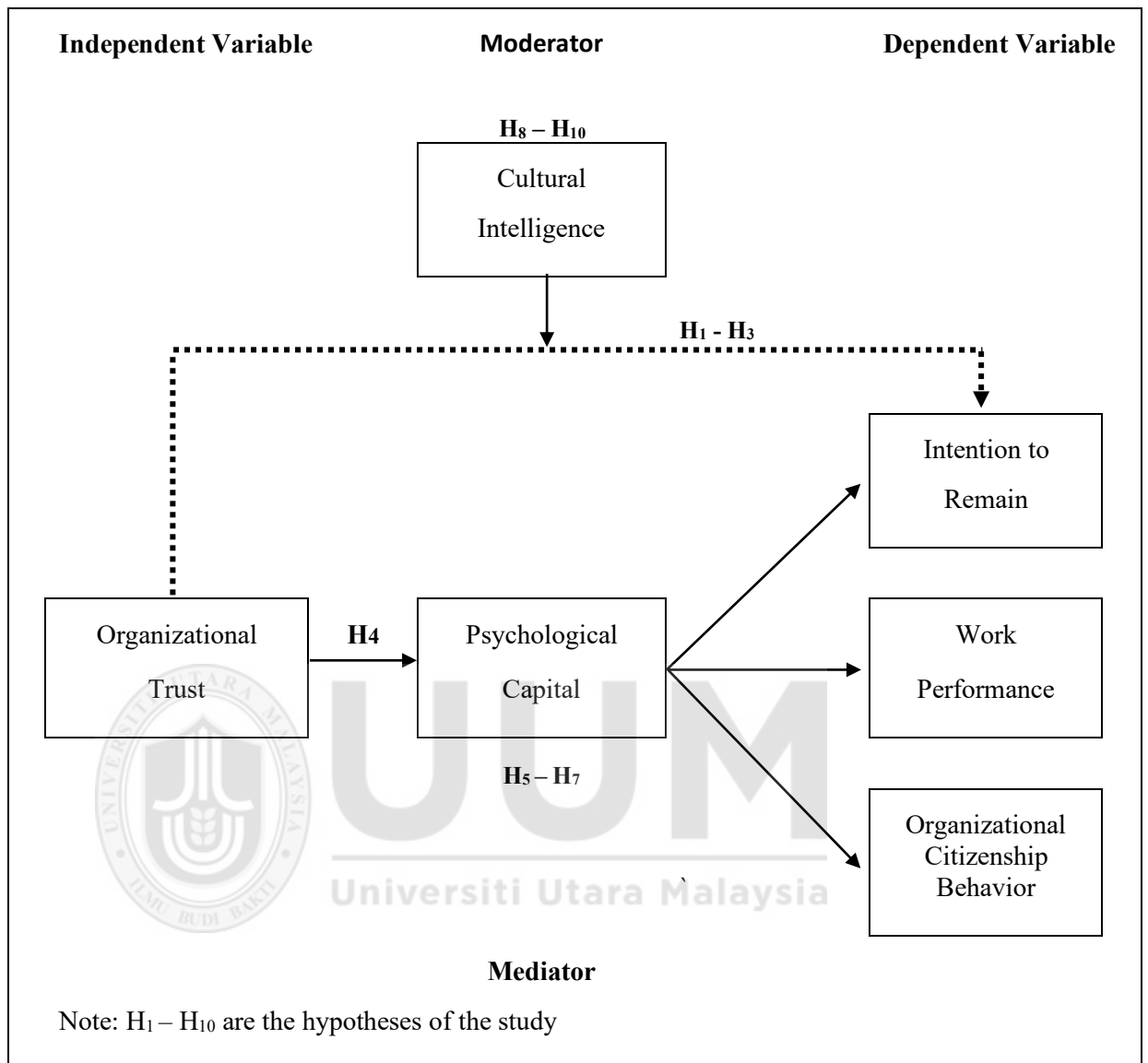


Figure 2.6

Theoretical Framework

Source: (The Researcher)

2.21 Hypotheses Development

Based on the literature reviewed with theoretical justifications and in line with the research questions and research objectives, hypotheses or educational guesses were formulated in this study. By concerning the relationships between variables, the direct effect of organizational trust on effectiveness (intention to remain, work performance and OCB) as well as mediating and moderating effects will be empirically tested and validated.

2.21.1 Relationship between Organizational Trust and Intention to Remain

Intention to remain is one of the critical determinants of effectiveness, besides some other criteria which have been undergone substantial research to demonstrate the employee outcomes. Trust becomes a crucial element to organizational effectiveness (Siebert, Martin, Bozic & Docherty, 2015). These have been subjected to considerable studies on the effect of employee outcomes. Many researchers have shown that trust among the employees has positive impacts on affective commitment (Xiong, Lin, Li & Wang, 2016), employee engagement (Ugwu, Onyishi & Rodriguez-Sanchez, 2014) and OCB (Chhetri, 2014). Previous research studies suggest that organizational trust has served as a mediator to turnover intention (Kashyap *et al.*, 2016). However, in current research, trust is used as a predictor of

intention to remain. As pointed by Gillespie, Dietz and Lockey (2014), trust violation may negatively affect the employees' performance and their intention to stay in the organization. Abundant of studies been done, which showed the evidence that high levels of trust could assist in lessening employee turnover in an organization (Wong, Wong & Wong, 2015). Trust becomes the factor in reducing turnover intention (Ertürk, 2014).

In addition to this, Social Exchange Theory seems to be undertaking capable insights regarding how trust influence on turnover intention. In this theory, a conceptual model reviewing the impact of an individual's trust in the organization on turnover intention is evaluated. Social Exchange Theory (Blau, 1964) has been employed to explore and interpret the required work attitudes and behavioral outcomes in the organization (Nair & Salleh, 2017). The rule of reciprocity claimed the employees to imply a mutual or equivalent exchange to the organizations and its people out of their contributions (Gouldner, 1960). Reciprocal interdependence emphasizes contingent interpersonal transactions, whereby an action by one party leads to a response by another. If a person supplies a benefit, the receiving party should respond in kind (Wu, Chuang & Hsu, 2014). For instance, ones who are well-treated are more likely to become affectively committed to the organization (Hashim & Tan, 2015), display more organizational behaviors (Devece, Palacios-Marqués & Pilar Alguacil, 2016) and express lower rates of turnover intention (Tarigan & Ariani,

2015). Hence, it is expected that the Social Exchange Theory would be applicable to explain the importance of trust in the organization. Trust with high intensity will promote employees' attachment to the organization and will demonstrate little, even zero intention to leave (Li, Kim & Zhao, 2017).

In many studies, the relationship between trust and turnover intention has been elaborated. Like for instance, trust also becomes a mediator in the effort to lower the tendency to turnover (Ng, 2015). However, to the best of the author's knowledge, there are only a few studies done on the relationship between trust and turnover intention in the context of the self-initiated expatriate. In preceding research on trust and turnover intention, Abubakar *et al.* (2014) found a negative and significant relationship between interpersonal trust and turnover intention. According to Ozturk *et al.* (2014), both affective trust and cognitive trust are negatively related to employees' turnover intention. However, one study done on 200 employees from a public institution in Turkey pointed out that trust has a positive and significant effect on turnover intention (Balkan *et al.*, 2014). In another study done by Tirelli *et al.* (2015) indicated that the relationship between organizational trust and turnover intention is mediated by organizational learning capability.

In the expatriation context, a similar study had been done among 471 Western expatriates currently working for the subsidiaries of multinational companies

(MNCs) in Vietnam. The findings suggest that Western expatriates consider the level of job variety as the assessment of organizational trust. The more organizational trust they received, the more job variety they have, which leads to their commitment and retention (Nguyen, Felfe Fookien & Ngoc, 2015).

Therefore, the researcher has concluded to hypothesize as follows:

H₁: Organizational trust has a significant positive relationship with intention to remain.

2.21.2 Relationship between Organizational Trust and Work Performance

Another indicator of effectiveness is work performance, which primarily discussing the job performance of individuals. In one meta-analytic study done by Colquitt *et al.* (2007), they argued on the relationship between trust, trustworthiness and trust propensity with risk-taking and work performance, in which trust becomes a mediator. The result showed a strong relationship between trust and work performance. Notwithstanding, Paliszkiewicz (2012) organized research in Poland to analyze the correlation among the variables of manager's trust, organizational trust and organizational performance which raised the positive relationship result between manager's and organizational trust and organizational performance. Bakiev's (2013)

study is focusing on perceived organizational performance which associated with trust as the attribute for organizational social capital (OSC), by which there is a positive relationship between these two variables. This result indicated that interpersonal trust among police officers and a high level of commitment leads to an increased level of performance of Kyrgyzstan National Police (KNP).

In addition, organizational trust has found to be a significant effect on work performance, mediated by public service motivation (Akilli & Cingoz, 2015). Brown, Gray, McHardy and Taylor (2015) in their research matching workplace and employee data from the Workplace Employment Relations Surveys (WERS) 2004 and 2011, revealed a positive relationship between three measures of workplace performance (namely financial performance, labor productivity and product or service quality) and four measures of employee trust (based on the level of trust in managers within the workplace). Usikalu *et al.* (2015) found that there is a significant effect of organizational trust on work performance among teachers in Nigeria. The result is consistent with Birkenmeier and Sanséau's (2016) study which showed the correlation between customer service representatives' trust in their supervisor with their work performance.

The rule of reciprocity in Social Exchange Theory (Gouldner, 1960) recommends that an exchange starts with one party giving a benefit to another. In the case of self-

initiated academic expatriates, when the university provides them with appropriate compensation and benefits packages as well as practicing good Human Resource Policy, they will demonstrate trust towards the University for protecting their welfare. In return, the self-initiated academic expatriates will perform well in their assignment specific performance (e.g., teaching, consultation and research & publication). Reciprocal and exchange organizational trust will result in positive organizational outcomes on the employees' side as they will behave favorably in exchange for trust. If the recipient reciprocates, consequently series of beneficial exchanges occur. Therefore, feelings of mutual obligation between the parties are created (Coyle-Shapiro & Shore, 2007).

By referring to preceding studies done, therefore below hypothesis is formulated:

H₂: Organizational trust has a significant positive relationship with work performance.

2.21.3 Relationship between Organizational Trust and Organizational Citizenship Behavior

There is a general agreement that OCB is a fundamental workplace behavior for the effective functioning of organizations. Many studies associate trust with OCB. Trust also has been studied as a mediator. In the study conducted by Newman, Kiazad,

Miao and Cooper (2014) on 184 employers and supervisors, it is discovered that trust mediates the relationship between ethical leadership and follower behavior. However, in the study done on 104 supervisor-subordinate employed in public sector organizations in China, Lu and Affairs (2014) found only affective trust fully mediates the relationship between ethical leadership and OCB (organizationally and individually directed), while cognitive trust gave the result of no significant mediating effect. Somehow, no mediating effect of trust between the relationship of transformational leadership style and OCB among 211 Arab male and female teachers in the Arab education system in Israel (Nasra & Heilbrunn, 2015). A meta-analytic study carried out by Ng (2015) proved that organizational trust has a positive effect on OCB. In quantitative research done by Deluga (1995), it is found that subordinates' trust toward their supervisor is positively related to the displaying of extra-role behavior (OCB) by the subordinates. While a study by Altuntas and Baykal (2010) on nurses in 11 hospitals situated in the European District of Istanbul yielded the result that nurses have a higher level of trust in their managers and co-workers than their institutions and demonstrated the OCB.

In the context of expatriation, it is also crucial for self-initiated academic expatriates to have trust in the universities they are working with. When an expatriate perceives that the organization has upheld its end of the deal, the employee will respond favorably with positive work attitudes such as OCB (Ruiter, Lub, Jansma &

Blomme, 2016). Based on the previous studies done, therefore, a new hypothesis has been hypothesized as follows:

H₃: Organizational trust has a significant positive relationship with organizational citizenship behavior.

2.21.4 Relationship between Organizational Trust and Psychological Capital

There are plenty of studies to indicate the importance of trust and psychological capital in promoting a sense of belongingness, self-identity, caring, and accountability (Alok, 2014). As a result, the employees tend to exhibit OCB, commitment, job satisfaction and performance (Walumbwa, Avolio, Gardner, Wernsing & Peterson, 2007). Empirical research done by Wu & Lee (2014) brought the result that group trust acts as a moderator in mitigating the negative impact of abusive supervision on psychological capital. Furthermore, the combination of trust and psychological capital (optimism) also have been studied as the mediator in the direct relationship between authentic leadership and work engagement (Stander, De Beer & Stander, 2015).

Social Exchange Theory can explain the interconnection between organizational trust and psychological capital in the expatriation context. When the university provides an encouraging work environment to the self-initiated academic expatriates,

trust will be exhibited among these people towards the university they work with. Simultaneously it will increase the level of positive psychology in expatriates themselves, in the sense that they will feel happy and optimistic towards the university policy which reinforces their feeling of hope and high self-efficacy to perform excellently in teaching as well as research and publications. If any difficulties happen during their service which may distract their effort to achieve, they will quickly bounce back (resilience) and try to overcome the situation. Based on the above relationship associated with these two variables, therefore, the researcher has developed a hypothesis that:

H₄: Organizational trust has a significant positive relationship with psychological capital

2.21.5 Mediating Role of Psychological Capital

Tüzün *et al.* (2014) found a negative relationship between perceived organizational support and turnover intention which mediated by psychological capital. The same study on psychological capital by Kemp *et al.* (2013) showed a significant role in mediating the relationship between new ways of working (NWW) and job satisfaction and performance. After conducting a hierarchical regression analysis, the same result attained by Liu (2013), which showed the mediating effect of psychological capital on the relationship between perceived organizational support and

job performance. The study is done in Taiwan's life insurance industry. Analysis of data gathered from a sample of 171 employees and 24 supervisors from Pakistan disclosed that psychological capital fully mediates the relationship between ethical leadership and followers' in-role job performance (Zafar, 2013). The same result was also obtained by Walumbwa *et al.* (2011) in their study on 146 intact groups in a large financial institution, indicating that psychological capital mediates the relationship between authentic leadership and group outcomes (job performance and OCB). Rego, Lopes, Nascimento and Nascimento's (2016) finding showed that psychological capital (self-efficacy, hope and optimism) mediates the relationship between authentic leadership and organizational commitment. In contrast, resilience is negatively affected organizational commitment.

Cropanzano *et al.* (2005) brought the organization's attention to control unwanted employee's behavior that is lacking specific social exchange approaches that they should commit. Social Exchange Theory has been widely used in explaining an organization member's relationship. This theory relates to understanding workplace behavior and how employees and employers interact with one another (Biron & Boon, 2013). According to Blau (1964), successful exchange appears when there is a commitment among others. Psychological capital plays important elements that need to be considered to get positive outcomes to ensure all parties win the situation. By increasing the level of positive psychology among expatriates, it will make them

happy and optimist towards the university policy which reinforces their feeling of hope and high self-efficacy to perform excellently in teaching as well as research and publications and boost retention.

According to several previous studies on the relationship between psychological capital and turnover intention, Lui (2011) indicated the result that psychological capital has a strong mediation effect between positive emotions and turnover intention. However, Appolis's (2010) result showed the negative relationship between psychological capital and turnover intention. As concluded by Chaudhary and Chaudhari (2015), psychological capital is significantly and negatively correlated with turnover intention, which means positivity in attitude will decrease quitting intention. Madden (2013) has undergone a study of 244 individuals working in organizations and industries. The results showed that an individual's psychological capital is negatively related to turnover intention. Similarly, the investigation done by Gao, Zhao, Wu & Hong (2012) on 600 employees from seven high-tech companies situated in Beijing and Hangzhou showed that psychological capital has a negative impact on turnover intention. Whereas Chaudhary, Bidlan and Darolia (2015) found a positive significant correlation between psychological capital and turnover intention.

Social Exchange Theory is chosen to explain the relationship between psychological capital and turnover intention in which resources are exchanged through a process of reciprocity whereby one party tends to repay the good (or sometimes bad) deeds of another party (Gouldner, 1960). The quality of these exchanges is sometimes influenced by the relationship between the actor and the target (Blau, 1964). Linking these two variables with Social Exchange Theory in the expatriation context, it can be explained that trust towards the university will be displayed by the academic self-initiated expatriates only when the university plays their role to promote good Human Resource Policy which can boost self-initiated academic expatriates' motivation. Concurrently, it will strengthen their psychological well-being. The feeling of happy and comfortable will boost optimism towards the university policy which reinforces their feeling of hope and high self-efficacy to perform excellently in their assignment specific performance and ultimately remain longer in the university.

In the relationship between psychological capital and effectiveness (work performance), Kappagoda, Zainul, Othman and Alwis (2014) proposed a conceptual model to show the relationship between psychological capital and job performance which work values can be used as moderating variable and work attitudes can be used as a mediating variable. In different study, on 79 police leaders and their direct reports (264 police followers) using hierarchical linear modelling (HLM) , shows the

result that leader psychological capital is positively related to follower performance, with the relationship mediated by follower psychological capital (Walumbwa, Peterson, Avolio & Hartnell, 2010). By using latent growth modelling analyses, it showed a significant within-individual change in psychological capital which is related to change in 2 types of performance outcomes (supervisor-rated and financial performance) (Peterson *et al.*, 2011). Dinh Tho, Dong Phong and Ha Minh Quan (2014) found that psychological capital has both direct and indirect impacts, on job performance of marketers. In different study done by Madden (2013), data gathered from 244 individuals from multiple organizations and industry indicates that an individual's psychological capital is positively related to self-assessed job performance. As a conclusion from the above researches, the researcher has again hypothesized as follows:

H₅: Psychological capital mediates the relationship between organizational trust and intention to remain.

H₆: Psychological capital mediates the relationship between organizational trust and work performance.

H₇: Psychological capital mediates the relationship between organizational trust and OCB.

2.21.6 Moderating Role of Cultural Intelligence (CQ)

Ng, van Dyne and Ang (2009) integrate research on experimental learning and CQ which positions CQ as a moderator. CQ acts as an independent variable to affect cultural adjustment, cultural effectiveness and expatriate performance. There are two studies conducted by Presbitero (2016) among international students in Australia. The first study was among new international students and the second study was among those who returned to their home countries. Both indicated that CQ moderates the relationship by lessening the impact of culture shock on students' psychological and sociocultural adaptation. According to Presbitero *et al.* (2017), CQ was found to moderate the relationship between career adaptability and career intention. Whereas Tuan (2015) confirmed the moderating role of CQ among leaders on the positive effect of entrepreneurial orientation on competitive intelligence.

Elenkov and Manev (2009) tested hypotheses with data from 153 senior expatriate managers and 695 subordinates from companies in 27 countries of the European Union and found that CQ moderates the effect of senior expatriates' leadership on organizational innovation, but not on product-market innovation. Another investigation found that CQ moderated the effects of perceived cultural diversity on voice instrumentality (perceptions that voicing behaviors will lead to desired organizational changes), which in turn affected actual voice behaviors (Ng, Ang & van Dyne, 2011). Darvishmotevali, Altinay and De Vita (2018) have done a study using a sample of 283 frontline employees from four- and five-star hotels in Cyprus,

structural equation modelling is employed to test the proposed hypotheses. Moderating regression analyses show that CQ strengthens the impact of emotional intelligence on creative performance. Alon and Higgins (2005) proposed CQ as a moderator of the link between domestic and global leadership success, whereas Cooper, Doucet and Pratt (2007) suggested that CQ moderates the relationship between interactions and assessment of behaviors. In contrast, Lovvorn and Chen, (2011) developed a model that explicates how an individual's CQ will affect the relationship between an international assignment experience and the development of a global mindset; and suggested that a moderator, CQ must play a role in the transformation of the international experience into a global mindset.

Two studies by Presbitero (2016) were conducted in Australia which participated in by international students. Results demonstrated that CQ moderates the relationship by lessening the impact of culture shock on students' psychological and sociocultural adaptation. CQ also served as a moderator in lessening the impact of reverse culture shock on both forms of adaptation. As stated by Presbitero *et al.* (2017), the term intelligence is an enabler for self-initiated academic expatriates to effectively learn and adapt to the changing needs and demands of their environment. Intelligence comprised of higher-order capabilities such as abstract reasoning, mental representation, problem-solving and decision-making. Such sets of capabilities enable them to adjust easily and exhibit high levels of effectiveness despite the

challenges of the new environment. CQ is a form of intelligence that enables self-initiated academic expatriates to adjust easily and exhibit high levels of effectiveness. Therefore, it is highly important for the presence of CQ as moderator in the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB. In addition to that, in 2009, Vogelgesang, Clapp-Smith and Palmer conceptualized that authentic leadership coupled with CQ (moderator) allows global leaders to adjust to different cultures without losing sight of their personal values and beliefs. These leaders are able to make adjustments in order to remain genuine, and also to be seen as effective by individuals with different backgrounds, values and beliefs.

It is important for CQ to be identified as moderator between trust and effectiveness (intention to remain, work performance and OCB) in the view of the fact that CQ is the most consistent predictor of affective outcomes in international contexts (Ang, Rockstuhl & Tan, 2015). Similarly, cultural intelligence should predict the effectiveness (intention to remain, work performance and organizational citizenship behavior), more specifically in intercultural contexts (Darvishmotevali *et al.*, 2018).

Though there are number of studies on CQ as a moderator, to the best of the researcher's knowledge, very few scholars attempt to introduce CQ as a moderator

between organizational trust and organizational effectiveness (intention to remain, work performance and OCB).

Hence, it is hypothesized as below:

H₈: Cultural intelligence (CQ) moderates the relationship between organizational trust and intention to remain such that the relationship is stronger when CQ is high.

H₉: Cultural intelligence (CQ) moderates the relationship between organizational trust and work performance such that the relationship is stronger when CQ is high.

H₁₀: Cultural intelligence (CQ) moderates the relationship between organizational trust and OCB such that the relationship is stronger when CQ is high.

2.22 Chapter Summary

This chapter reviews pertaining to organizational trust, psychological capital, CQ and self-initiated academic expatriates' effectiveness; intention to remain, work performance and OCB. Relevant prior empirical studies were reviewed for this purpose. Based on the review, organizational trust and psychological capital are important factors to facilitate expatriates' effectiveness in their international assignments. This study therefore is designed to fill the gap by examining the relationship between organizational trust, psychological capital, CQ and self-initiated

academic expatriates' effectiveness; intention to remain, work performance and OCB. In addition, the review on the relevant literature also reveals that the mediating role of psychological capital on the relationship between organizational trust and self-initiated academic expatriates' effectiveness; intention to remain, work performance and OCB is little understood with very few empirical studies. This has also been void in the literature which this study attempt to fill. Finally, the lack of expatriate studies in Malaysian context has also created a need for new research in this domain.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter describes the method employed to collect data for the present study. Specifically, this chapter covers the nature and the philosophy of the study, research design, measurement of variables, population of the study, sample size and sampling design, data collection procedures and proposed techniques of data analysis.

3.2 Research Philosophy and Approach

The present study adopted positivist approach to maximize objectivity. Positivist researchers believe that they are independent of and neither affects nor is affected by the subject of the research (Remenyi, Williams, Money & Swartz, 1998). Similarly, positivist focused on cause and effect mechanism utilizing quantitative operationalization of the concepts with reductionism. Positivism approach in studying are preferable to the facts that social phenomenon identifies causal explanations and fundamental laws that explain regularities in human social behavior (Mark, Richard & Andy, 1991). This study accordingly employed with deductive reasoning to collect empirical facts which are free from personal views, highly structured methodology and data supported by cause and effect with replicability.

This study attempted to examine the relationship between organizational trust and intention to remain, work performance and OCB with the presence of psychological capital as mediating variable. Additionally, CQ is proposed as moderating variable in this study, among self-initiated academic expatriates in public HEIs in Malaysia. To address the research problem, this study took positivism approach to maximize objectives. Therefore, the hypotheses were developed based on the existing theory and supported with relevant empirical evidences. Therefore, deductive reasoning and hypothetical deductive were used as the approach of the present study. Moreover quantitative research, was defined as a type of research in which phenomenon was explained by collecting and analyzing numerical data using statistically based methods (Creswell, 2014).

3.3 Research Design

The quantitative research design was adopted in this study to enable the researcher to test and examine the relationship between the research constructs. Creswell (2013) and Gelo, Braakmann and Benetka (2008) asserted that it would also help to reliably determine if one concept is better than other alternatives and at the same time be able to answer basic questions regarding relationship among measured variables with the aim of explaining, predicting, and controlling events and situations. This is in agreement with the views of Harwell (2011). It is on that premise that we decide that

quantitative research design is the most appropriate for this study because it gives opportunity to test relationship between different variables using statistical methods.

In all intent and purpose, it also corresponded with the main aim of conducting this research, which tested direct relationship between organizational trust and expatriates' intention to remain, work performance and OCB. In addition, it would also examine the mediating effects of psychological capital and the moderating effect of CQ on the relationship between organizational trust and expatriates' intention to remain, work performance and OCB. Secondly, it allowed the researcher to carry out investigations on enormous samples which in turn could be spread to the entire population. Thirdly, the research design allowed the usage of standards and prescribed sets of questionnaires to be distributed on every respondent which would enable the researcher to cover their study appropriately.

Survey research is a systematic way of gathering data by obtaining opinions or responses from selected respondents who represent the interest of the populations (Unrau & Grinnell, 2005). A questionnaire-based survey method has become one of the most widely used techniques of data collection for reasons such as economy, ability to research a large sample of the population, save time, feasible to collect and process data within a predetermined framework. Besides that, this study was conducted in the natural environment where the self-initiated academic expatriates were domiciled. According to Hair, Money, Samuel and Page (2007), conducting a

research in a natural environment helps to create a situation of highly external validity which will lead to findings that will be more robust, relevant and comprehensive.

3.4 Population of the Study

The population of the study defines the entire group of people, events or things of interest that the researcher wishes to investigate (Sekaran & Bougie, 2016). A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefits of the population that researches are done. However, due to the large size of populations, researches often cannot test every individual in the population because it is too expensive and time-consuming (Hox, Moerbeek & van de Schoot, 2017). Self-initiated academic expatriates who are employed in Malaysian public higher academic institutions were identified as population of the study for this research. Table 3.1 below depicts the total population of self-initiated academic expatriates from 20 public universities. The figures were determined using two methods. Firstly, the researcher contacted the registrar's office of each university. Secondly, the universities websites were visited to confirm the figures. Hence, only 1,595 self-initiated academic expatriates were considered as the total population as illustrated in Table 3.1.

Table 3.1

Population of the Study = 1,595 (as at May 2017)

Name of the University	Total Number of Foreign Faculties	Percentage (%)
Universiti Teknologi Malaysia	194	12.16
Universiti Tun Hussein Onn Malaysia	12	0.75
Universiti Utara Malaysia	91	5.70
Universiti Malaysia Kelantan	38	2.38
Universiti Pertahanan Nasional Malaysia	26	1.63
Universiti Malaya	399	25.00
Universiti Teknikal Malaysia Melaka	30	1.88
Universiti Sains Islam Malaysia	29	1.82
Universiti Malaysia Pahang	94	5.90
Universiti Sains Malaysia	117	7.34
Universiti Pendidikan Sultan Idris	33	2.07
Universiti Malaysia Perlis	20	1.25
Universiti Malaysia Sabah	4	0.25
Universiti Malaysia Sarawak	81	5.08
Universiti Islam Antarabangsa Malaysia	188	11.80
Universiti Kebangsaan Malaysia	49	3.07
Universiti Teknologi MARA	93	5.83
Universiti Putra Malaysia	57	3.57
Universiti Sultan Zainal Abidin	13	0.82
Universiti Malaysia Terengganu	27	1.70
Total	1595	100.00

3.5 Sample Size

A sample is the subset of the population which is selected from a larger population for the purpose of a survey (Bartlett, Kotrlik & Higgins, 2001). According to Sekaran *et al.* (2016), appropriate sample size is necessary for perfect research because, too small sample size lead to type I error (probability of incorrectly rejecting the null hypothesis, when it is true) and too large sample size lead to type II error (probability of incorrectly accept the null hypothesis, when it is false) (Hair, Hult, Ringle & Sarstedt, 2017). In order to avoid incorrect sample size and to ensure accuracy of the sample size, the following equation was used as suggested by Dillman, Smyth and Christian (2008).

$$n = \frac{NP(1-P)}{(N-1)\left(\frac{B}{C}\right)^2 + P(1-P)}$$

n = Computed sample size at desired level

N = Population sample size

P = Proportion of population expected to choose

B = Sampling error

C/Z = Statistics associate with confidence level

In determining the sample size, this study had set the following criteria.

N= 1,595 (Population size)

P= 0.5

B=0.05 (Sampling error)

C= 1.96 (Confidence level).

Based on the computation done below, a sample size of 310 was determined,

$$n = \frac{1,595 (0.5)(1-0.5)}{(1,595-1) \left(\frac{0.05}{1.96}\right)^2 + 0.5(1-0.5)}$$

$$n = 310$$

Based on the Dillman *et al.* (2008) mathematical illustration, the computed sample size of 310 is compatible with the Krejcie and Morgan's (1970) sample size determination table. Units of analysis is the major entity that is being analyzed in a study. It is the 'what' or 'who' that is being studied. In this study, units of analysis would be self-initiated academic expatriates working in Malaysian public universities.

3.6 Sampling Design

The present study employed the non-probability sampling method. In non-probability sampling designs, the elements in the population do not have any probabilities attached to their being chosen as sample subjects. The findings from the

study of the sample cannot be confidentially generalized to the population (Sekaran *et al.*, 2016). The information is obtained from specific target groups. This sampling is restricted to specific type of people who can provide the desired information either because they are the only ones who have it or conform to some criteria set by the researcher. One of the sampling techniques under non-probability sampling is purposive sampling (quota sampling). In this study, purposive sampling (quota sampling) was employed, where the information is obtained from specific target groups.

Quota sampling can be considered as a form of proportionate stratified sampling in which a predetermined proportion of people are sampled from different groups, but on a convenience basis. Quota samples are basically stratified samples from which subjects are selected non-randomly. This type of sampling decisions are more appropriate for the study due to the fact that certain groups are adequately represented in the study through the assignment of a quota. The quota fixed for each subgroup is based on the total numbers of each group in the population. Nevertheless, since this is a nonprobability sampling plan, the results are not generalizable to the population (Sekaran *et al.*, 2016). As depicted in Table 3.2, the unequal variability was observed among stratum (university). Hence, using the purposive sampling (quota sampling), sample size for each strata was determined (see third column).

Table 3.2
Sample Frame of the Study

Name of the University	Total Number of Foreign Faculties	Sample Size for Each University
Universiti Teknologi Malaysia	194	36
Universiti Tun Hussein Onn Malaysia	12	12
Universiti Utara Malaysia	91	18
Universiti Malaysia Kelantan	38	8
Universiti Pertahanan Nasional Malaysia	26	5
Universiti Malaya	399	57
Universiti Teknikal Malaysia Melaka	30	7
Universiti Sains Islam Malaysia	29	6
Universiti Malaysia Pahang	94	19
Universiti Sains Malaysia	117	23
Universiti Pendidikan Sultan Idris	33	6
Universiti Malaysia Perlis	20	5
Universiti Malaysia Sabah	4	4
Universiti Malaysia Sarawak	81	15
Universiti Islam Antarabangsa Malaysia	188	35
Universiti Kebangsaan Malaysia	49	8
Universiti Teknologi MARA	93	18
Universiti Putra Malaysia	57	10
Universiti Sultan Zainal Abidin	13	13
Universiti Malaysia Terengganu	27	5
Total	1595	310

3.7 Measurement and Instrument

The following section discussed the operationalization of variables of the study variables and instrument used. Intention to remain, work performance and OCB were representing the dependent variables or outcome variables. Organizational trust was studied as the independent variables while psychological capital was proposed as mediating variable. CQ on the other hand was proposed as the moderating variable

3.7.1 Intention to Remain

Intention to remain was operationalized as the likelihood of an action to take place regarding desire to stay in the organization (Mowday *et al.*, 1983). Self-initiated academic expatriates' intention to remain was measured by using 4 items intention to remain instruments, which was developed by Caligiuri (1997). In previous studies, the instrument was reported to have Cronbach's alpha ranging from .88 to .85 (Black, Mendenhall & Oddou, 1991; Caligiuri, 1997; Caligiuri, Joshi & Lazarova, 1999; Kraimer, Wayne & Jaworski, 2001). The 5-point Likert Scale type ranging from 1 (Definitely No) to 5 (Definitely Yes), was used to measure the variables. The items were slightly modified in terms of words without changing the structure of the statements. Changes were made on the use of words like "expatriates' assignments" and "return home early" which were changed to 'employment' and "prematurely terminate your employment" so as to suit the academic context of this study. There

was ample evidence to show that some authors also made some modifications to their original version of intention to remain scales in their studies. Table 3.3 illustrated the items contained in the instruments.

Table 3.3

Items of intention to remain (4) items.

Intention to Remain (Caligiuri, 1997)

1. Would you like to terminate this employment early?
 2. Do you hope that you will be asked to prematurely terminate your employment?
 3. If this employment had no impact on your career, would you terminate the employment now?
 4. Would you have accepted this employment if you knew what you were getting yourself into? (R)
-

3.7.2 Work Performance

Work performance refers to an individuals' proficiency in accomplishing a specific task during their assignment tenure in the host country (Bhatti, Battour, Ismail, & Sundram, 2014; Abdul Malek, Budhwarb & Reiche, 2015). The measurement for work performance as shown in Table 3.4 was adopted from Early (1987). This scale consists of 4 items which used seven-point type Likert Scale ranging from 1 (Far Below) to 7 (Far Above) as shown in Figure 3.4. In previous studies, the instrument was reported to have Cronbach's alpha of .70 and .89 (Avadio, Avery & Norman, 2007).

Table 3.4

Items of work performance (4) items.

Work Performance (Early, 1987)

1. Your overall performance?
 2. Your ability to get along with others?
 3. Your ability to get required tasks completed on time?
 4. The quality of your performance?
-

3.7.3 Organizational Citizenship Behavior

On the other hand, the voluntary commitment namely organizational citizenship behavior (OCB) is defined as individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization (Bies, 1989). OCB measurement was adopted from William and Anderson (1991) as can be seen in Table 3.5. The instrument as shown in Table 3.5 consist of 14 items measured using five-point type Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). In previous studies, the instrument was reported to have Cronbach's alpha of .702 and .80 (Singh & Koleker, 2015).

Table 3.5

Items of organizational citizenship behavior (14) items.

Organizational Citizenship Behavior (William & Anderson, 1991)

1. My attendance at work is above the norms.
 2. I give advance notice when unable to come to work.
 3. I take undeserved work breaks. (R)
 4. I spend a great deal of time with personal phone conversations at work. (R)
 5. I complain about insignificant things at work. (R)
 6. I conserve and protect university property.
 7. I adhere to informal rules devised to maintain order.
 8. I help orders who have been absent.
 9. I help orders who have heavy workloads.
 10. I assist my superior with his/her work (when not asked).
 11. I take time to listen to my colleagues' problems and worries.
 12. I go out of my way to help new colleagues.
 13. I take personal interest in order colleagues.
 14. I pass along information to colleagues.
-

3.7.4 Organizational Trust

Organizational trust refers to the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Mayer, Davis & Schoorman, 1995). Trust towards the organization was

measured using instruments adopted from McLeary and Cruise (2014). As shown in Table 3.6, a total of 23 items were used to measure the variables, using seven-point Likert Scale type with score ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). In previous studies, the instrument was reported to have Cronbach's alpha of .76 and .80 (Adams & Winswell, 2007). Item 15 and 16 were reversed coded.

Table 3.6

Items of organizational trust (23) items.

Organizational Trust (McLeary & Cruise, 2014)

1. I feel very confident about the skills of this university.
 2. This university has the ability to accomplish what it says it will do.
 3. This university is known to be successful at the things it tries to do.
 4. This university treats people like me fairly and justly.
 5. This university can be relied on to keep its promises.
 6. Sound principles seem to guide the behavior of this university.
 7. This university does not mislead people like me.
 8. Whenever this university makes a decision, I know it will be concerned about people like me.
 9. I believe this university takes the opinions of people like me into account when making decisions.
 10. This university is interested in the well-being of people like me, not just itself.
 11. This university really cares about my well-being.
 12. This university strongly considers my goals and values.
 13. Help is available from this university when I have problem.
-

14. This university would forgive an honest mistake on my part.
 15. If given the opportunity, this university would take advantage of me.
 16. This university shows very little concern for me.
 17. This university is willing to help me if I need a special favor.
 18. Overall, I am treated fairly by this university. (R)
 19. In general, I can count on this university to be fair.
 20. In general, the treatment I receive around here is fair.
 21. Usually, the way things work in this university are not fair.
 22. For the most part, this university treats its employees fairly. (R)
 23. Most of the people who work here would say they are often treated unfairly.
-

3.7.5 Psychological Capital

Psychological capital refers to “an individual’s positive psychological state of development and is characterized by (1) having confidence (self-efficacy) to take on and put it in necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Luthans, Avolio, Avey & Norman, 2007). Psychological capital was measured using 24 items psychological

capital questionnaire (PSCQ) which was developed by the Luthans *et al.* (2007) (Refer Table 3.7). The response choice was based on six-point Likert-type scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). In previous studies, the instrument was reported to have Cronbach's alpha of .88 and .89 (Luthans *et al.*, 2007). Item 13, 20 and 23 were reversed coded.

Table 3.7

Items of psychological capital (24) items

Psychological Capital (Luthans, Youssef & Avolio, 2007)

1. I feel confident analyzing a long term problem to find a solution.
 2. I feel confident in representing my work area in meeting with management.
 3. I feel confident contributing to discussions about the university's strategy.
 4. I feel confident helping to set targets/goals in my work area.
 5. I feel confident contacting people outside the university to discuss problems.
 6. I feel confident presenting information to a group of colleagues.
 7. If I should find myself in a jam at work, I could think of many ways to get out of it.
 8. At the present time, I am energetically pursuing my work goals.
 9. There are lots of ways around any problem.
 10. Right now I see myself as being pretty successful at work.
 11. I can think of many ways to reach my current work goals.
 12. At this time, I am meeting the work goals that I have set for myself.
 13. When I have a setback at work, I have trouble recovering from it, moving on.
(R)
 14. I usually manage difficulties one way or another at work.
-

15. I can be “on my own”, so to speak, at work if I have to.
 16. I usually take stressful things at work in stride.
 17. I can get through difficult times at work because I have experienced difficulty before.
 18. I feel I can handle many things at a time at this job.
 19. When things are uncertain for me at work, I usually expect the best.
 20. If something can go wrong for me work-wise, it will. (R)
 21. I always look on the bright side of things regarding my job.
 22. I’m optimistic about what will happen to me in the future as it pertains to work.
 23. In this job, things never work out the way I want them to. (R)
 24. I approach this job as if “every cloud has a silver lining”.
-

3.7.6 Cultural Intelligence

Cultural intelligence (CQ) refers to an individual’s capability to deal effectively with people from a different cultural background and understanding (Early *et al.*, 2004). Cultural intelligence was measured using 20 items which was developed by Ang *et al.* (2007). Respondents need to indicate their degree of agreement on their level of cultural adoption by selecting one of seven response categories indicated in the scale of 1 to 7 (1 = Strongly Disagree; 7 = Strongly Agree). Table 3.8 depicts the CQ of 20 items. In previous studies, the instrument was reported to have Cronbach’s alpha of .77 and .89 (Bucker, Furrer & Lin, 2015).

Table 3.8

Items of cultural intelligence (20) items

Cultural Intelligence (Ang *et al.* (2007))

1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.
5. I know the legal and economic systems of order cultures.
6. I know the rules (e.g., vocabulary, grammar) of order languages.
7. I know the cultural values and religious beliefs of order cultures.
8. I know the marriage systems of order cultures.
9. I know the arts and crafts of order cultures.
10. I know the rules for expressing non-verbal behaviors in order cultures.
11. I enjoy interacting with people from different cultures.
12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.
13. I am sure I can deal with the stresses of adjusting to a culture that is new to me.
14. I enjoy living in cultures that are unfamiliar to me.
15. I am confident that I can get accustomed to the shopping conditions in a different culture.
16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
17. I use pause and silence differently to suit different cross-cultural situations.

18. I vary the rate of my speaking when a cross-cultural situation requires it.
 19. I change my non-verbal behavior when a cross-cultural situation requires it.
 20. I alter my facial expressions when a cross-cultural interaction requires it.
-

3.8 Questionnaire Design

A personally administered structured questionnaire, consisting of 89 close ended questions were employed for the survey. Close ended questions designed to support easy coding frame and analysis procedure. The questionnaire comprises of 7 sections related to six constructs namely intention to remain, work performance, organizational citizenship behavior (OCB), organizational trust, psychological capital as well as CQ. Section A contains of 11 questions pertaining to demographic information. Section B, C and D consist of 22 questions assessing three constructs namely; intention to remain, work performance and organizational citizenship behavior. Section E consists of 23 questions measuring organizational trust, Section F make-up of 24 questions measuring psychological capital and Section F (20 questions) to measure CQ among self-initiated academic expatriates.

The questionnaire was carefully designed to ensure goodness of measure in terms of validity and reliability. Accordingly, various reliability and validity test was performed as reported in Chapter 4.

3.9 Pre-Test

Before conducting the actual survey, an initial questionnaire was drafted for the purpose of pretesting by asking experts to read and go through and see if there is any ambiguity which might not have been noted by the researcher are probably included in the draft. In order to achieve the desired aim of the study, five experts which included three Associate Professors and two Senior Lecturers from Othman Yeop Abdullah, School of Business Management and School of International Studies, examined the quality of the survey instrument for its face validity in terms of wordings, formats, clarity, simplicity and ambiguity of the question items (Yaghmale, 2003). Based on the criteria mentioned above, suggested corrections were inputted and included in the survey instruments accordingly.

3.10 Pilot Test/Preliminary Test

As described by Gay, Mills and Airasian (2006), a pilot test is viewed as a trial in which a minor scale of the study is carried out before the actual larger-scale study. Pilot test was carried out in this study to assess validity and internal consistency of instrument, and to anticipate any possible issues during full scale research.

Reliability measure the extent to which an instrument is error free, and hence consistent and stable across time and also across various items in the scale, while validity refers to the degree of which instrument is measuring what it is supposed to

measure and not something else (Sekaran & Bougie, 2010). The sample of population is usually small, ranging from fifteen to thirty participants (Malhotra, 2008). Inter item reliability using Cronbach's alpha as indicator was computed using SPSS version 23. Nunnally and Bernstein (1994) recommended that if reliabilities fall below .60, the variable is considered as poor. Those in the .70 range is acceptable while those over .80 will be considered as good.

For this current research, the questionnaire was disseminated to 30 respondents comprises of self-initiated academic expatriates in northern region. These universities namely Universiti Utara Malaysia, Universiti Malaysia Perlis and Universiti Teknologi MARA, Perlis were involved in the pilot study. All the questionnaires were returned and analyzed. The following Table 3.9 shows the summary of the reliability test.

Table 3.9
Reliability Statistics for Pilot Study (n=30)

Variables	Cronbach's Alpha	No of Items
Organizational Trust (OT)	0.903	23
Psychological Capital (PS)	0.770	24
Cultural Intelligence (CQ)	0.903	20
Intention To Remain (ITR)	0.616	4
Work Performance (WP)	0.640	4
Organizational Citizenship Behavior (OCB)	0.733	14

The result of reliability test as shown in Table 3.9 which ranging from 0.616 to 0.903 was acceptable and had fulfilled the criteria, as suggested by Nunnally *et al.* (1994).

3.11 Data Collection Procedure

Written permission was sought and obtained from the management of the 20 respective public universities in Malaysia. A letter of authorization and to whom it may concern for the purpose of data collection was obtained from the Othman Yeop Abdullah Graduate School of Business (OYA) requesting for their kind cooperation and assistance in data collection. The researcher collected the data between the months of April and September 2017. The highest form of assurances was given to the respondents assuring them that all information given was handled with utmost confidentiality and respect at all times during the period of the study.

Potential respondents were given, 30 minutes each to complete the questionnaires. Each engagement lasted for not more than 30 to 40 minutes. There are so many ways through which questionnaires can be distributed. It can either be self-administered, through the postal agency, using the hand phone, and other internet based social media platforms. The use of any of these mediums depended on the researcher's choice, financial leverage, latitude of time, the factor of response rate and as well as other important criteria that are critical to the study (Frazer & Lawley, 2001). In this study, the researcher adopted two mediums for the data collection procedure. Questionnaires were personally administered as well as sent via email. Personally, administered questionnaire have some advantages which includes guaranteeing high response rate, reduction in interview biased and it also leads to the benefit of mutual personal contact (Kukec, 2019). Furthermore, it establishes the grounds for researchers to make clarifications

which clears any doubt, provides necessary information that the respondents may need and allows the researcher to retrieve filled and completed questionnaire within the shortest possible time (Sekaran *et al.*, 2016).

3.12 Exploratory Data Analysis

It is important to note that before primary analysis is done, data need to be examined in order to ascertain data entry accuracy, outliers and distributional properties. The task of screening of data is important before doing a multivariate analysis simply because it helps the researcher in recognizing the main rules that guide the use of multivariate techniques for data examination (Badara & Saidin, 2014). Hence, data screening was conducted by examining the basic descriptive statistics and frequency distribution.

3.13 Data Analysis Method

Upon completion of the data collection, the data was presented in readable and interpretable manner. Data analysis and interpretation is a cyclical process and it enables the researcher to arrive at meaningful conclusions regarding the phenomenon of the study (Sarantakos, 2012). Therefore, both descriptive and inferential statistical techniques were employed as methods of data analysis. Specifically, descriptive analysis was conducted to describe the important phenomenon of interest in the study (Sekaran *et al.*, 2016). Descriptive statistics gave an insight into the nature

and character of this research study and this enhanced the selection of an appropriate technique of data analysis and hypotheses testing. Descriptive statistics would help to obtain information about results which should clearly explain the frequency of occurrence, average score or the central tendency (mean, median and mode) which includes the measure of dispersion (range, variance and standard deviation) of the phenomenon of interest. This study made use of descriptive analysis in order to gain insight into sample characteristics and those that are unique or peculiar to the research constructs.

There are some basic functions performed by descriptive statistical tools; to describe the features of samples and to check violation in variables with regards to assumptions underlying inferential statistics as well as to tackle specific study questions. Thus, the mean, standard deviation, range, skewness and kurtosis are all part of the data cleaning, data preparation, checking outliers, and normality test and data transformation generally. The characteristics of the research population was obtained through descriptive analysis.

Inferential statistics is mainly used to test the proposed hypotheses of the study. Both the bivariate and multivariate analysis was performed for the purpose. SmartPLS 3.2.7 was employed to examine a series of depended relationships simultaneously. SmartPLS 3.2.7 as an extension of multivariate technique helped to address both

measurement properties and key theoretical relationships in one technique. Statistical Package for Social Sciences (SPSS) Version 23 was also employed during preliminary data analysis for exploratory data analysis to establish the goodness of measures and getting data ready for subsequent analysis (Sekaran *et al.*, 2016).

3.14 Technique of Data Analysis and Hypotheses Testing

Data collected through the survey was analyzed using SPSS (Version 23). SPSS 23 was used for the purpose of conducting descriptive analysis and exploratory data analysis to fulfil assumptions for multivariate data analysis.

The present study used the path modeling using Smart PLS 3.2.7 software. According to Hair, Ringle and Sarstedt. (2011), the PLS path modeling used for testing hypothesis, is preferred and considered as one of the most suitable techniques in this research and reasons will be adduced as follows:

1. The PLS-SEM is preferred for this study because it produces a single specific (i.e., determinate) score for each composite for each observation, once the weights are established. These determinate scores serve as proxies of the concepts being measured.
2. PLS-SEM estimates coefficients (i.e., path model relationships) that maximize the R^2 values of the (target) endogenous constructs. This feature makes it easy for the PLS-SEM to achieve its prediction objectives, which

makes it the most preferred method when the research objective is theory development and explanation of variance (prediction of the constructs). For this reason, PLS-SEM is regarded as a variance-based approach to SEM.

3. PLS-SEM method relies on pre-specified networks of relationships between constructs as well as between constructs and their measures (Mateos-Aparicio, 2011).
4. The statistical properties of PLS-SEM algorithm have important features associated with the characteristics of the data and model used.
5. PLS-SEM works efficiently with small sample sizes and complex models and makes practically no assumptions about the underlying data (Cassel, Hackl, & Westlund, 1999). Contrary from maximum likelihood-based CB-SEM, which requires normally distributed data and regression using sum scores, which assume normally distributed residuals, PLS-SEM makes no distributional assumption (i.e., it is nonparametric).
6. In addition, PLS-SEM can easily handle reflective and formative measurement models, as well as single-item constructs, with no identification problems.
7. Equally, the researcher benefited from high efficiency in parameter estimation when applying the PLS-SEM which is manifested in the method's greater statistical power than that of CB-SEM. Greater statistical power means that PLS-SEM, will render a specific relationship significant to the

population. The very same holds for regression based on sum scores, which lag behind PLS-SEM in terms of statistical power. (Thiele *et al.*, 2015).

3.15 Chapter Summary

In conclusion, the chapter explained the research strategy and method adopted for this research. It described how the sample of organization was gotten, how respondents were selected, how questionnaire, research materials and survey procedures were developed. The chapter also explained how several analyses were adopted to attain the objective of this study. The results of the research were reported in the following Chapter 4.



CHAPTER FOUR

RESULTS

4.1 Introduction

The main objective of this chapter is to discuss the results of the research, which comprise data presentation, analysis and argument of outcomes of the studies. The data are analyzed in the following sections: first, discussion of the response rate, description of profile of the respondents and the study variables. Secondly, this chapter analyze results of factor analysis of the major constructs of the study i.e., organizational trust, psychological capital, CQ, intention to remain, work performance and OCB. Using the PLS methodology, the chapter analyze the measurement model or goodness of measures through construct validity and internal consistent reliability analysis. Additionally, this chapter computes the structural model to analyze the relationships between 3 exogenous constructs (organizational trust, psychological capital and CQ) and 3 endogenous constructs (intention to remain, work performance and OCB).

4.2 Response Rate

In this study, a total of 310 questionnaires were distributed during the data collection process, through personally administered questionnaire as well as mail questionnaire. The data used for this research were collected from self-initiated academic

expatriates in 20 public universities in Malaysia. The researcher went to visit the respondents on one on one basis to ensure that they respond and return back the survey form. The main advantage of this is that the researcher can collect all the completed responses within a short period of time. Any doubts that the respondents might have on any question could be clarified on the spot (Sekaran, 2016). In some cases, the self-initiated academic expatriates also be given blank questionnaires to be mailed back by a certain date in self-addressed and stamped envelopes provided to them. In addition to that, the researcher used mail questionnaire where the survey form was mailed to the respondents who could complete them at their convenience. After four (4) weeks of attempts to achieve high response rates, follow up through email and telephone call were made to respondents who were yet to complete questionnaire and return. At the end of data collection period which lasted for 6 months, 261 out of 310 academic expatriates (84%) returned their questionnaires. From the returned questionnaires, 246 (80%) of the questionnaires were considered valid and usable. The circulation and gathering of survey questionnaires were done in a period of six months (twenty-four weeks) from April up to September, 2017.

Table 4.1
Response rate of the questionnaire

Response	Frequency/Rate
No. of questionnaires	310
Questionnaires returned	261
Returned and usable questionnaires	246
Returned and excluded questionnaires	15
Questionnaires not returned	49
Response rate	84%
Valid response rate	80%

As reported in Table 4.1, 246 were usable for subsequent analysis that gives a valid response rate of 80%. This percentage is considered sufficient to proceed with the analysis in this study. According to Sekaran and Bougie (2016), response rate of 30% is adequate for surveys.

4.3 Non-Response Bias

Upon validating the usable questionnaires, the researcher then performed a non-response bias test. An independent t-test was conducted on all study variables to confirm whether the early response by the respondents is significantly dissimilar from the ones who are the late response. Therefore, independent sample t-test analysis was performed in the present study to determine the non-response bias by comparing mean, standard deviation and standard error mean of the study variables.

A period of twenty-four weeks was taken as a benchmark to differentiate the early and late response. Twenty-four weeks assumed to be sufficient for the participants to complete the questionnaires. According to Malhotra, Kim and Agarwal (2004), the participants' seniority and busy work schedule can contribute to delay in completing the questionnaires which could be considered as one of the sense of a late response. Non-response bias can be minimized if the minimum response rate achieved 50%, as suggested by James, Lindner and Wingenbach (2002). Based on the questionnaires returned, there were 207 responses designated as early responses and 39 were

designated as late response. Consequently, the findings disclosed that the group mean and standard deviation for early and late response didn't have much differences and non-response bias issue had not alter the generalization of the result (See Table 4.2).

Table 4.2
Group Descriptive Statistics for the Early and Late Respondents

Variables	Response	N	Mean	Std. Deviation	Std. Error Mean
Organizational Trust (OT)	Early	207	5.1061	.40794	.02835
	Late	39	5.0959	.40322	.06457
Psychological Capital (PS)	Early	207	4.7107	.41632	.02894
	Late	39	4.5759	.43479	.06962
Cultural Intelligence (CQ)	Early	207	5.4539	.77405	.05380
	Late	39	5.2218	.66627	.10669
Intention to Remain (ITR)	Early	207	2.6570	.49950	.03472
	Late	39	2.6795	.56472	.09043
Work Performance (WP)	Early	207	6.0314	.53083	.03689
	Late	39	6.0449	.51896	.08310
Organizational Citizenship Behavior (OCB)	Early	207	3.6546	.41977	.02918
	Late	39	3.6209	.35908	.05750

Specifically, an independent samples t-test was carried to identify non-response bias on the core study variables. The outcome of the independent sample t-test obtained is shown in Table 4.3. Given the result offered in Table 4.3, independent sample t-test has exposed that the equal variance significance values for the five variables of the main study were greater than 0.05 significance level of Levene's test for equality of

variance as suggested by Field (2009) and Pallant (2010). Therefore, this submitted that the postulation of equal variance among those who filled and relied early and late wasn't breached. As a matter of fact, we can reach the conclusion that non-response biased is not a major concern in the present study.

Table 4.3
Levene's Test

	Levene's Test				t-test for Equality of Means				
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
OT	.02	.87	.143	244	.886	.01020	.07108	-.12982	.15021
			.145	53.701	.886	.01020	.07052	-.13120	.15159
PS	.00	.99	1.843	244	.067	.13489	.07318	-.00926	.27805
			1.789	51.976	.079	.13489	.07540	-.01640	.28519
CQ	1.32	.25	1.753	244	.081	.23207	.13237	-.02866	.49280
			1.942	59.079	.057	.23207	.11949	-.00702	.47716
ITR	1.09	.29	-.252	244	.801	-.02248	.08906	-.19791	.15295
			-.232	49.828	.817	-.02248	.09696	-.21705	.17209
WP	.00	.98	-.146	244	.884	-.01347	.09234	-.19536	.16842
			-.148	54.07	.883	-.01347	.09092	-.19575	.16881
OCB	1.70	.19	-.470	244	.639	-.03371	.07173	-.10758	.17500
			-.523	59.362	.603	-.03371	.06448	-.09529	.16271

4.4 Common Method Variance (CMV)

Common Method Variance (CMV), also known as common method bias or mono-method bias are referred to “variance that is attributable to the measurement method rather than to the construct of interest” (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Therefore, this test will ensure no variance occurred in observed scores and correlations are not inflated because of the methods effect. There are several studies which explained the consequences of common method variance in data (Bagozzi, 2011). The present study embraced a number of remedies to minimize the effect of CMV (Viswanathan & Kayande, 2012). Firstly, in reducing assessment anxiety, the respondents were advised that there is no absolute wrong or correct answer to the items in the survey questionnaires convinced that the confidentiality of the answers were maintained throughout the research process. Secondly, the researcher enhanced the scale items by eliminating vague concepts in the questionnaire by which all questions in the survey were written in a simple, specific and concise language. Common method variance issue can also be treated using statistical techniques such Harman’s one-factor test (Podsakoff *et al.*, 2003).

In the current research, un-rotated factor analysis with 89 items showed that not a single factor accounted for more than 50% of the variance. The output revealed only 17 percent of the total variance was accounted by a single factor, representing the

absence of “common method bias” in this research. In accordance with the past literature, common method bias issue is shown when a single factor explains more than 50% of the variance (Lowry & Gaskin, 2014) (Refer Appendix F for SPSS outputs).

4.5 Data Screening and Preliminary Analysis

As noted by Hair, Celsi, Money, Samouel and Page (2015), preliminary data screening is a critical stage in any multivariate analysis to recognize any possible defilements of the key assumptions pertaining to the use of multivariate data analysis. In addition, preliminary data screening will guide the researcher to better comprehend the nature of the data collected for further analysis. All the 261 returned questionnaires, were thoroughly checked for completeness and consistency. After considering the imperfect and unreliable questionnaires, 15 questionnaires were discarded. From the data analysis, only 246 were completely answered and accepted for further data analysis. Prior to preliminary data screening, all the 246 accepted questionnaires were coded and entered into the SPSS. Following this, the following preliminary data analysis were performed: (1) missing value analysis, (2) assessment of outliers, (3) descriptive analysis and latent construct (4) normality test and (5) multicollinearity test (Hair, Black, Babin & Anderson, 2010).

4.5.1 Missing Value Analysis

In this current research, 246 questionnaires were used for testing missing value. In the original SPSS dataset, out of 21,894 data points, 14 were randomly missed which accounted for .063%. Specifically, organizational trust and CQ had 3 missing values each. Likewise, psychological capital and organizational citizenship behavior had 2 missing values respectively. Additionally, there were 4 missing values for work performance. Although there is no acceptable percentage of missing values in a data set for making a valid statistical interference, researchers have generally agreed the missing rate of 5% or less must be treated (Tabachnick & Fidell, 2007). Therefore, in this study, randomly missing values were replaced using mean substitution (Tabachnick *et al.*, 2007). Moreover, researchers have suggested that mean substitution is the easiest way of replacing missing values if the total percentage for missing value data is 5% or less (Little & Rubin, 1987; Tabachnick *et al.*, 2007). Table 4.4 shows the total and percentage of randomly missing values in the present study (see Appendix G for SPSS outputs).

Table 4.4
Total and Percentage of Missing Values

Latent Variables	Number of Missing Values
Organizational Trust	3
Psychological Capital	2
Cultural Intelligent	3
Intention to Remain	-
Work Performance	4
Organizational Citizenship Behavior	2
Total	14 out of 21,894 data points
Percentage	.063%

Note: Percentage of missing value is obtained by dividing the total number of randomly missing values for the entire data set and by total number of data points multiplied by 100.

4.5.2 Assessment of Outliers

As described by Barnett and Lewis (1994), outliers can be interpreted as “observations or subsets of observations which appear to be inconsistent with the remainder of the data”. The existence of outliers in the data set will critically alter the approximations of regression coefficients and lead to undependable results (Veradi & Croux, 2008). Initially, in order to identify any observation which appears to be outside the SPSS value labels due to wrong data entry, frequency tables were arranged for all variables using minimum and maximum statistics. Based on this primary analysis of frequency statistics, no value seemed to be outside the expected range.

As suggested by Pallant (2001), outliers for each indicator items could be discovered by observing the box plot. The author further recommended changing the value of outliers if the value is not so dangerously high, thus including the person in the analysis but not allowing the score to distort the statistics. Field (2014) proposed the value to be changed to a higher value plus one. Any scores exceeding the values of ± 3.29 were considered as outliers. If one case is detected having outliers for two or three constructs out of eight constructs, this case should be considered to be removed from the dataset (Hair *et al.*, 2015). In this study, the researcher considered the box plots method for outlier detection (Appendix H). However, no case of outliers was detected. Hence, outlier detection did not post any threat to the current study.

4.5.3 Descriptive Analysis of Latent Construct

The variables studied in this research were subject to descriptive analysis. Statistical values of means, standard deviation and maximum were considered for the independent, mediating, moderating and dependent variables. The results of these statistical values are displayed in Table 4.5. Intention to remain and OCB were measured using five-point Likert scale. Psychological capital was measured using six-point Likert scale while work performance, organizational trust and CQ were measured using seven-point Likert scale.

Table 4.5

Results of Descriptive Statistics of the Study Variables

Variables	N	Mean	Minimum	Maximum	Standard Deviation
Organizational Trust (OT)	246	5.104	4.22	6.00	.40639
Psychological Capital (PS)	246	4.689	3.67	5.71	.42129
Cultural Intelligence (CQ)	246	5.417	3.80	7.00	.76148
Intention to Remain (ITR)	246	2.660	1.50	4.00	.50923
Work Performance (WP)	246	6.033	5.00	7.00	.52794
Organizational Citizenship Behavior (OCB)	246	3.649	2.64	4.57	.41025

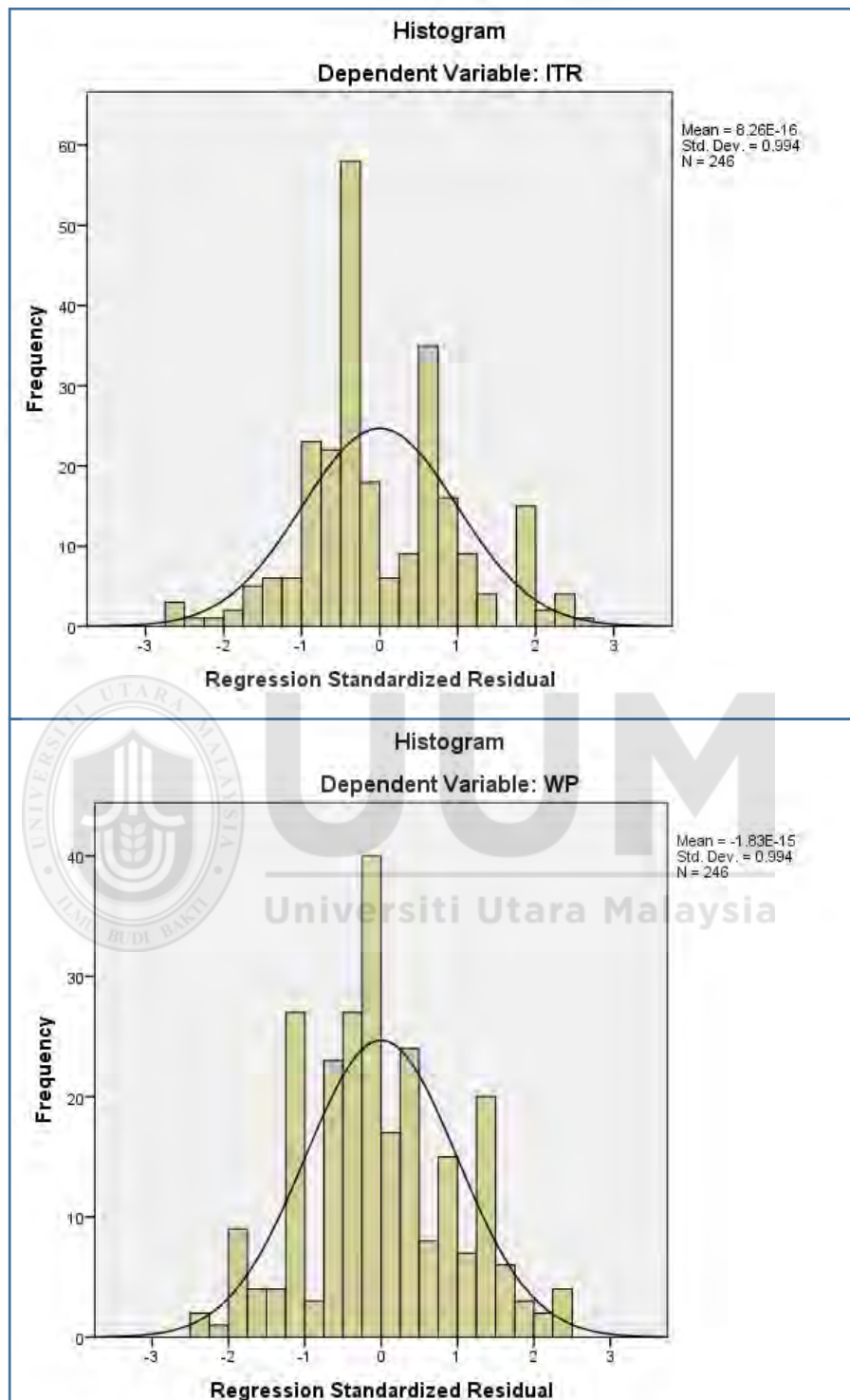
Based on the above descriptive statistics, the mean value for work performance is 6.033, which is relatively higher than the mean of the remaining dependent variables. The descriptive analysis also shows that intention to remain has the lowest mean value of 2.660. The mean score of organizational trust of 5.104 is relatively lower than the mean score for CQ of 5.417 but moderately higher than the mean score for psychological capital of 4.689. The mean value for OCB is 3.649.

4.5.4 Normality Test

Hair, Sarstedt, Ringle and Mena (2012) suggested that researchers should perform a normality test on the data. It deals with the nature of data distribution for an individual construct and its association with normal distribution (Tabachnick *et al.*, 2007). Highly skewed or kurtosis data can inflate the bootstrapped standard error

estimates (Chernick, 2008), which in turn underestimate the statistical significance of the path coefficients (Ringle, Sarstedt & Straub, 2012). The present study used the graphical method to identify normality or abnormality in the data collected (Tabachnick *et al.*, 2007). Field (2013) is of the opinion that in collecting a sample of 200 or more than that, it is crucial to consider the shape of the distribution graphically rather than focusing on the statistical value of skewness and kurtosis. Field (2013) further mentioned that the chances of standard errors are reduced which usually is the cause of skewness and kurtosis statistics inflation.

Hence, the graphical method is preferred to be used instead of other identified. Following Field's (2013) recommendation in this research, plots regarding histogram and normal probability plots were tested to ensure that normality assumptions were not disrupted. Figure 4.1 shows that data collected for the present study for intention to remain, work performance and OCB is following normal distribution evidence by the fact that all the bars in the histogram were closed to a normal curve. Figure 4.1 shows that normality assumptions were achieved in the present research.



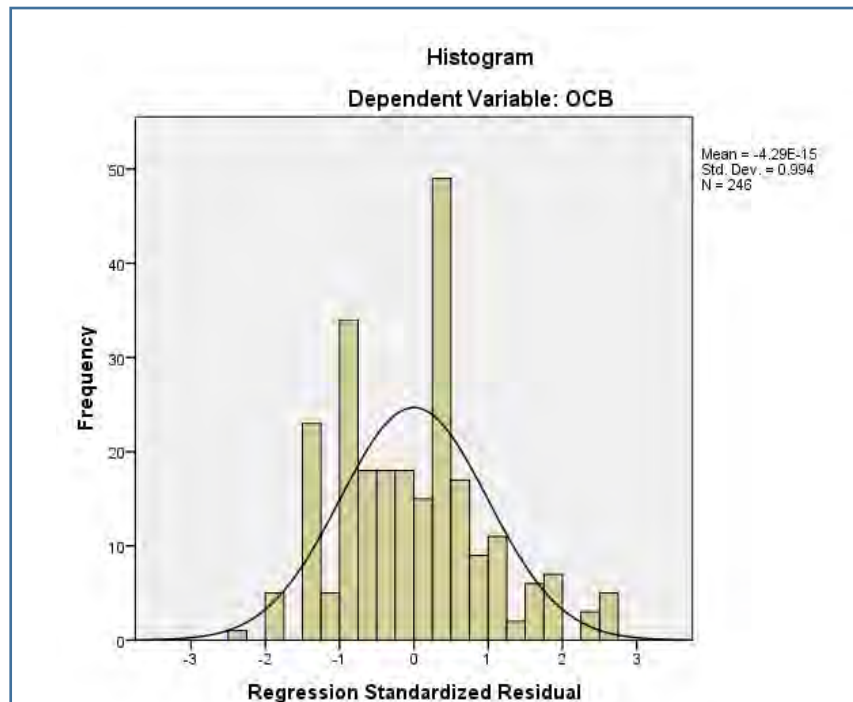


Figure 4.1
Histogram and Normal Probability Plots for Intention to Remain, Work Performance and OCB

4.5.5 Multicollinearity Test

Multicollinearity denotes a condition in which one or more exogenous latent constructs developed a high correlation. The existence of multicollinearity in the middle of the exogenous latent constructs can significantly alter the estimates of regression coefficients and their statistical significance tests (Chatterjee & Yilmaz, 1992; Hair, Black, Babin, Anderson & Tatham, 2006). In particular, multicollinearity raises the standard errors of the coefficients, which in turn reduce the coefficients statistically non-significant (Tabachnick *et al.*, 2007).

To detect multicollinearity, two methods were used in the present study (Chatterjee *et al.*, 1992; Peng & Lai, 2012). First, the correlation matrix of the exogenous latent constructs was examined. According to Hair *et al.* (2015), a correlation coefficient of .90 and above indicate multicollinearity between exogenous latent constructs. Table 4.6 shows the correlation matrix of all exogenous latent constructs.

Table 4.6
Correlation Matrix of the Exogenous Latent Constructs

No	Latent constructs	1	2	3
1	Organizational trust	1		
2	Psychological capital	.472	1	
3	Cultural Intelligence	.338	.613	1

Note: **Correlation is significant at the 0.01 level (1-tailed).

As shown in Table 4.6, the correlation between the exogenous latent constructs is lower than .90, which is the benchmark and it submits that the exogenous latent constructs were independent of each other and were not highly correlated. Secondly, variance inflated factor (VIF) and tolerance value were examined to detect multicollinearity problems. Hair *et al.* (2011) suggested that multicollinearity is a concern if VIF value is higher than 5, while tolerance value is less than .20.

Table 4.7
Tolerance and Variance Inflation Factors (VIF)

Latent Constructs	Collinearity Statistics	
	Tolerance	VIF
Organizational Trust	.754	1.327
Psychological Capital	.496	2.016
Cultural Intelligence	.593	1.687

Table 4.7 indicates that multicollinearity did not exist among the exogenous latent constructs as all VIF values were less than 5, while tolerance values exceeded .20, as suggested by Hair *et al.* (2011). Thus, multicollinearity is not an issue in the present study.

4.6 Demographic Profile of the Respondents

Table 4.8 outlined the respondents' profile. Male dominated the response in this survey which covered 85.4 percent, while only 14.6 percent (36 females) responded to the survey. The majority of respondents' age range from 40-49 years old (41.9 percent), about 37.4 percent of respondents' age range from 30-39 and 7.7 percent age range from 50-59 years old. Those whose age more than 59 years old are only 11 percent and the remaining are 2 percent for age below 30. Pertaining to education, almost 90.5 percent of respondents are Ph.D./DBA holders. 8.5 percent are Master's Degree graduated, while 0.8% are degree holders. One (1) respondent indicated he/she had other professional qualifications. Besides that, 90.2% of the expatriates are married whereas 9.3% are single. Only 1 of them is divorced (0.4%). Based on the continents of origin, 64.6% expatriates are from Asia and 31.3% come from African continent. The rest are from Europe (3.3%) and Australia (0.8%) respectively. 69.1% expatriates hold the position as professors, 18.7% are Associate Professor, 4.1% is Professor, left only one of them is Adjunct Professor (0.4%).

However, there are also among them who hold the responsibility other than above said which counted to be 7.7%.

There are numbers of expatriates who have no prior overseas experience (26%), while most of them (74%) experienced working abroad for years. Those who have experience abroad from 1-5 years are 25.2% while from 6-10 years (34.6%). 12.6% have more than ten years' experience, whereas 7.7% have the most extensive experience for more than 30 years. Concerning whether spouse/family accompanies them, 75.2% have their spouse/family around while 24.8% are not. These expatriates are also having experience living in Malaysia which only 2% just started their life here for less than a year. 32.9% stayed in this country for 1-3 years, 4-6 years (35%), 7-9 years (8.9%), whereas another 21.1% settled down in Malaysia for more than nine years. The majority of expatriates (53.7%) are poor proficiency in speaking the local language. 24.8% are rated as fair in speaking the local language. However, there are a number of them who rated to be good and excellent in speaking the Malay language summed up to 21.6%.

Table 4.8
Demographic Profile of Respondents

Demography	Description	No of Responses	Percentage
Gender	Male	210	85.4
	Female	36	14.6
Age	< 30	5	2.0
	30 – 39	92	37.4
	40 – 49	103	41.9

	50 – 59	19	7.7
	>59	27	11.0
Highest Education	Degree	2	0.8
	Master	21	8.5
	Ph.D./DBA	222	90.5
	Others	1	0.4
Marital Status	Single	23	9.3
	Married	222	90.2
	Divorced	1	0.4
Continent of Origin	Asia	159	64.6
	Europe	8	3.3
	Africa	77	31.3
	Australia	2	0.8
Position	Adjunct Professor	1	0.4
	Professor	10	4.1
	Associate Professor	46	18.7
	Senior Lecturer	170	69.1
	Others	19	7.7
Prior	Yes	182	74.0
Overseas Experience	No	64	26.0
Tenure of Overseas	0 year	58	23.6
Experience	1 – 5 years	62	25.2
	6 – 10 years	85	34.6
	11 – 15 years	11	4.5
	16 – 20 years	10	4.1
	25 – 30 years	1	4.0
	>30years	19	7.7
Accompanied by	Yes	185	75.2
Family/Spouse	No	61	24.8
Tenure in Malaysia	<1 year	5	2.0
	1- 3 years	81	32.9
	4-6 years	86	35.0
	7-9 years	22	8.9
	>9 years	52	21.1

Local Language Proficiency	Poor	132	53.7
	Fair	61	24.8
	Good	27	11.0
	Very Good	15	6.1
	Excellent	11	4.5

4.7 Assessment of PLS-SEM Path Model Results

After thoroughly examining the data as reported in the prior discussion, the following step was followed to evaluate the outer model and the inner model (Vinzi, Trinchera & Amato, 2010; Hair Jr. *et al.*, 2016). PLS-SEM 3.2.6 was employed in this research to probe the direct, mediating and moderating effects proposed. Before running the PLS-SEM analysis, the model had been arranged in a way that it is comprehensibly understood. To undertake this, indicators had been simplified and it was found that all the items were reflective instead of formative. The arrangement of the model is essential since the procedure of testing the reflective measurement model is dissimilar from the procedure used to test the formative measurement model (Lowry *et al.*, 2014; Hair Jr. *et al.*, 2016). Conversely, the current study used reflective variables as indicators.

In accordance with recommendation made by Henseker and Sarasted (2013), goodness-of-fit index (GOF) is not appropriate for model validation which is supported by Hair *et al.* (2015). By using the PLS path models with simulated data,

the findings of this current research demonstrated that goodness-of-fit index is not appropriate for model's validation, because it would not separate valid models from an invalid model (Hair *et al.*, 2011). As proposed by Henseler, Ringle and Sinkovics (2009), the current research also followed the two steps process to gauge and produce the findings of PLS-SEM path (Refer Figure 4.2).

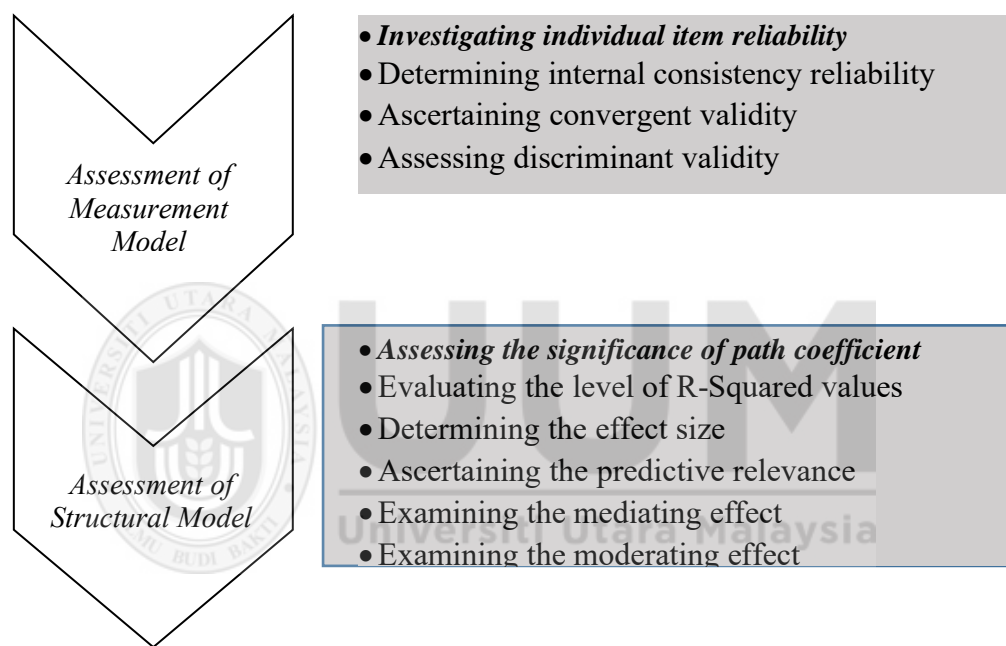


Figure 4.2
Two-step process of PLS Path Model Assessment

4.8 Assessment of Measurement Model

Assessment of a measurement model (outer model) is the first step of analysis in PLS-SEM. It comprises of defining (1) individual item reliability, (2) internal consistency reliability and indicator reliability using composite reliability (CR), (3) convergent validity of the instrument linked with the variable by using average variance extracted (AVE) and (4) discriminant validity deploying Fornel Larcker criterion and the indicator's outer loadings.

To undergo the test, generally internal consistency will compute the consistency of results between items of the same test. It computes whether the proposed items to measure the construct are producing similar scores (Hair *et al.*, 2016). Hence, internal consistency reliability was assessed by examining CR, in this current research, which did not undertake an equal indicator loading of the construct. The discrepancies value of CR must be between 0-1 whereby the starting point ought not to be lesser than 0.60 (Henseler *et al.*, 2009) but the value of 0.70 is more preferred (Hair Jr, Sarstedt, Ringle, & Gudergan, 2017). Consequently, CR value between 0.60 and 0.70 designates average internal consistency, whereas value concerning 0.70 and 0.90 is viewed as more satisfactory (Nunnally & Bernstein, 1994).

Apart from all abovementioned, the measurement model also reflected the reliability and validity of the model. Consistent with the rule of thumb of outer loading which

claimed by Vinzi *et al.* (2010), the outer loading must be 0.50 and above. Therefore, the average variance extracted must be more than 0.50. As recommended by Hair *et al.* (2017), the values which factor loading are below than 0.50 will be deleted beginning from the lowest value. By deleting those, it will improve the quality of overall data. (Refer Figure 4.3).

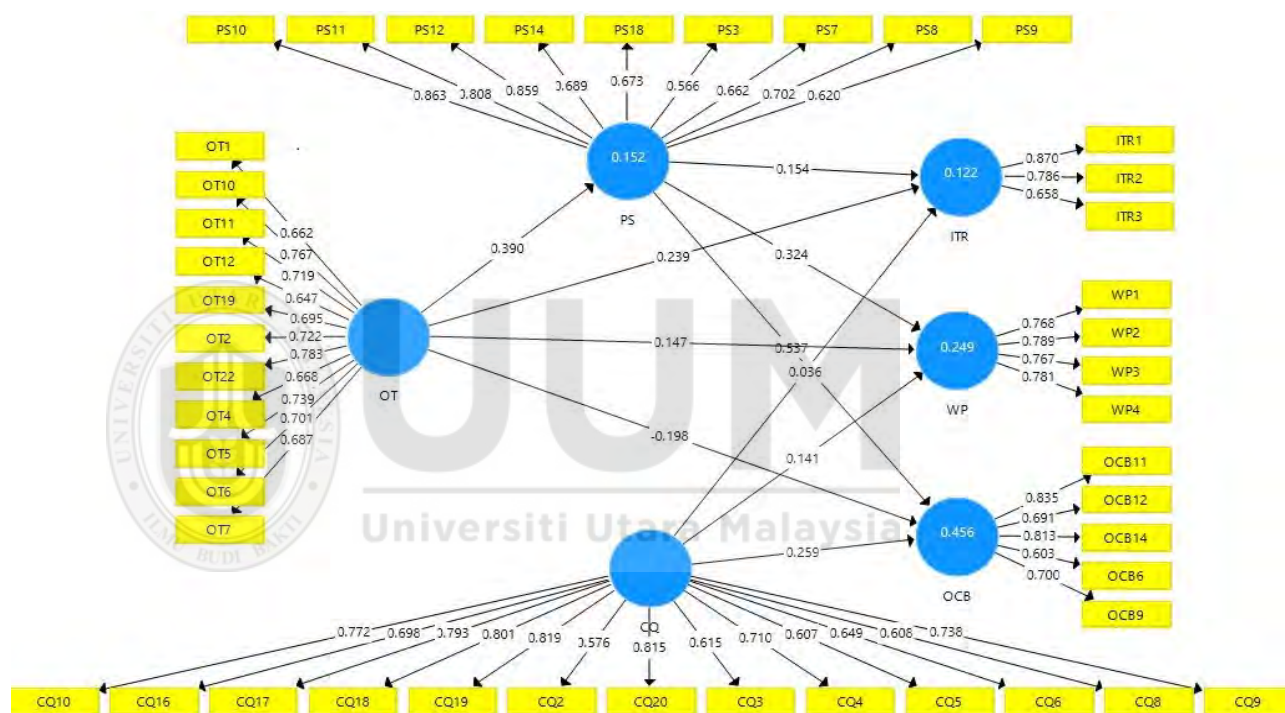


Figure 4.3
PLS Algorithm Measurement Model

4.8.1 Indicator Item Reliability

As a pre-requisite for measurement model, loading and cross loadings of all items of the study variables must be examined. This is done before determining the convergent validity. In evaluating the model, the measurement model was commenced to confirm the model's reliability and validity. As stated previously in Chapter 3, all the measurements of the constructs were adapted from past literatures, hence, the researcher will only consider confirmatory factor analysis (CFA) by utilizing Smart PLS 3.2.7.

Hair Jr. *et al.* (2017) had acclaimed that convergent validity is achieved when the factor loading of all the items are more than 0.50. The above results indicated that all items were within the range of factor loadings and the retained ones ranged from 0.566 to 0.870 (Hair *et al.*, 2017).

4.8.2 Internal Consistency Reliability

McCrae, Kurtz, Yamagata and Terracciano (2011) argued that internal consistency reliability refers to “the extent to which all items in a particular sub scale were measuring the same concept”. Following that, the threshold for composite reliability must be at least 0.70 and AVE 0.50 (Fornell & Larcker, 1981; Hair Jr. *et al.*, 2017).

As shown in Table 4.9, all the variables included in current study had AVE and composite reliability more than cut off value of 0.50 in accordance with the suggestion of measurement model reliability. Additionally, the current study also examined the Cronbach's alpha to show the internal consistency of the data. Likewise, the rule for alpha value were as follows; " $\alpha > 0.9$ – Excellent, $\alpha > 0.8$ – Good, $\alpha > 0.7$ – Acceptable", as proposed by George and Mallery (2003). The current study shows that values of Cronbach's lies in a tolerable range. As such the average variance extracted (AVE), Cronbach's alpha and composite reliability values for the variables are entirely in acceptable range.

Table 4.9
Loadings, Composite Reliability and Average Variance Extracted

Latent Constructs Indicators	Item	Standardized Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Organizational Trust (OT)	OT1	.662	.902	.917	.503
	OT2	.722			
	OT4	.668			
	OT5	.739			
	OT6	.701			
	OT7	.687			
	OT10	.767			
	OT11	.719			
	OT12	.647			
	OT19	.695			
	OT22	.783			
Psychological Capital (PS)	PS3	.566	.882	.906	.522
	PS7	.662			
	PS8	.702			
	PS9	.620			
	PS10	.863			
	PS11	.808			

	PS12	.859			
	PS14	.689			
	PS18	.673			
Cultural Intelligence (CQ)	CQ2	.576	.921	.929	.507
	CQ3	.615			
	CQ4	.710			
	CQ5	.607			
	CQ6	.649			
	CQ8	.608			
	CQ9	.738			
	CQ10	.772			
	CQ16	.698			
	CQ17	.793			
	CQ18	.801			
	CQ19	.819			
	CQ20	.815			
Intention To Remain (ITR)	ITR1	.870	.670	.815	.596
	ITR2	.786			
	ITR3	.658			
Work Performance (WP)	WP1	.768	.785	.860	.605
	WP2	.789			
	WP3	.767			
	WP4	.781			
Organizational Citizenship Behavior (OCB)	OCB6	.603	.782	.852	.539
	OCB9	.700			
	OCB11	.835			
	OCB12	.691			
	OCB14	.813			

4.8.3 Convergent Validity

Hair Jr. *et al.* (2006) defined convergent validity as the extent to which items precisely enhanced the proposed construct and in fact correlated by the measures of the same construct. A specific measurement scale is yielding its validity once the items' loading achieved >0.5 on their related construct (Hair *et al.*, 2010). Three assessment principles recommended by Chin (2010) along these lines:

- 1) The factor loadings of all indicators achieved level of significance.
- 2) The indicators Composite Reliability (CR) is higher than 0.7; and
- 3) The Average Variance Extracted (AVE) is higher than 0.5.

As recommended by Fornell *et al.* (1981), convergent validity is gauged by mean of the AVE of every construct in this research. To obtain acceptable convergent validity, Chin (1998) suggested that the AVE for every primary construct should be .50 or more. Subsequently, as referred to Table 4.9, it is discovered that the AVE values for each construct in the current study fulfilled the threshold with high loadings ($> .50$), which demonstrating acceptable convergent validity.

4.8.4 Discriminant Validity

Discriminant validity is another criterion to be met in validity measurement model which assesses the degree to which a variable is truly dissimilar from other variables (Bryne, 2010; Hair *et al.*, 2010). It can also be seen as the extent to which a particular construct differs from other constructs (Duarte & Raposo, 2010). As proposed by Farrell and Rudd (2009), discriminant validity suggests that a variable is distinct and captures some phenomena that other variables do not. In this study, discriminant validity was ascertained using square root of AVE and it should be greater than the correlations among latent constructs (Fornell *et al.*, 1981). This is

realized by comparing the relationships among the constructs with the square roots of AVE. As shown in Table 4.9, the values of the AVE are between the ranges of .503 and .605, suggesting acceptable values.

Table 4.10
Discriminant Validity (Fornell Larcker)

	CQ	ITR	OCB	OT	PS	WP
CQ	0.712					
ITR	0.172	0.772				
OCB	0.536	0.092	0.734			
OT	0.237	0.303	0.072	0.709		
PS	0.608	0.273	0.616	0.389	0.722	
WP	0.365	-0.035	0.411	0.304	0.459	0.778

In Table 4.10, the correlations between the latent constructs were compared with square root of AVE. The results indicated that the square root of the AVE is greater than the correlations between the latent constructs where indication discriminant validity is adequate (Fornell *et al.*, 1981).

Table 4.11
Discriminant Validity (HTMT Ratio)

	CQ	ITR	OCB	OT	PS	WP
CQ						
ITR	0.634					
OCB	0.555	0.374				
OT	0.315	0.292	0.703			
PS	0.284	0.353	0.524	0.447		
WP	0.415	0.146	0.213	0.363	0.512	

However, Ramayah, Yeap, Ahmad, Halim and Rahman (2017) reported that there has been criticism on the Fornell & Larcker approach because the criterion is not seen as been the most potent to reliably detect the lack of the discriminant validity in common research situations (Henseler, Ringle & Sarstedt, 2015). An alternative approach for determining discriminant validity is suggested based on the multitrait-multimethod matrix. In addition to that, Henseler *et al.* (2015) suggested the superior dominance of this method. They added that discriminant validity using this suggested method reveals that if the HTMT value is greater than 0.85 or 0.90, then there is a problem of discriminant validity (Gold, Malhotra & Segars, 2001; Kline *et al.*, 2012). Interestingly, the results in Table 4.11 indicated that discriminant validity had been achieved within the acceptable threshold. Hence, none of the HTMT value exceeded 0.85 (Refer Table 4.11).

Furthermore, discriminant validity was ascertained using Chin's (1998) criterion by comparing the items loadings with other items in the cross loadings (See Table 4.12).

Table 4.12
Loading and Cross Loadings

	CQ	ITR	OCB	OT	PS	WP
CQ10	0.769	0.217	0.193	0.277	0.399	0.287
CQ16	0.701	0.121	0.403	0.086	0.341	0.366
CQ17	0.795	0.138	0.538	0.137	0.558	0.179
CQ18	0.804	0.245	0.520	0.102	0.558	0.349
CQ19	0.821	0.235	0.592	0.072	0.523	0.220
CQ2	0.573	0.089	0.287	0.319	0.403	0.212
CQ20	0.816	0.236	0.545	0.117	0.498	0.162
CQ3	0.612	-0.085	0.161	0.269	0.396	0.306

CQ4	0.708	-0.050	0.395	0.288	0.479	0.365
CQ5	0.604	0.003	0.258	0.130	0.313	0.222
CQ6	0.645	-0.041	0.224	0.278	0.290	0.290
CQ8	0.604	0.195	0.082	0.211	0.330	0.210
CQ9	0.735	0.075	0.223	0.199	0.374	0.267
ITR1	0.255	0.824	0.098	0.313	0.229	-0.064
ITR2	0.090	0.734	0.028	0.196	0.182	0.023
ITR3	0.036	0.755	0.071	0.180	0.214	-0.019
OCB11	0.469	0.013	0.843	0.101	0.520	0.443
OCB12	0.254	-0.208	0.693	-0.099	0.288	0.292
OCB14	0.525	0.149	0.814	0.029	0.497	0.265
OCB6	0.420	0.252	0.586	0.183	0.505	0.107
OCB9	0.203	0.055	0.707	0.000	0.393	0.400
OT1	0.166	0.101	0.031	0.659	0.182	0.230
OT10	0.259	0.289	0.161	0.768	0.330	0.190
OT11	0.221	0.169	0.153	0.720	0.334	0.260
OT12	0.142	0.108	0.029	0.644	0.171	0.213
OT19	0.120	0.301	0.087	0.695	0.230	0.157
OT2	0.151	0.209	-0.030	0.720	0.220	0.213
OT22	0.211	0.290	0.020	0.784	0.454	0.168
OT4	-0.065	0.269	-0.080	0.673	0.195	0.217
OT5	0.204	0.178	0.179	0.741	0.299	0.317
OT6	0.165	0.107	-0.036	0.699	0.149	0.172
OT7	0.210	0.233	-0.059	0.685	0.292	0.238
PS10	0.514	0.180	0.511	0.353	0.862	0.407
PS11	0.362	0.285	0.349	0.417	0.805	0.314
PS12	0.566	0.148	0.568	0.334	0.859	0.451
PS14	0.526	0.267	0.645	0.180	0.692	0.294
PS18	0.373	0.111	0.446	0.215	0.675	0.367
PS3	0.254	0.298	0.194	0.345	0.564	0.372
PS7	0.628	0.145	0.601	0.034	0.665	0.381
PS8	0.327	0.246	0.245	0.460	0.700	0.122
PS9	0.248	0.098	0.261	0.238	0.619	0.159
WP1	0.143	0.015	0.183	0.202	0.249	0.787
WP2	0.440	0.085	0.374	0.214	0.427	0.791
WP3	0.207	-0.094	0.273	0.229	0.269	0.770
WP4	0.277	-0.130	0.397	0.295	0.430	0.764

Upon validating the outer model (measurement model), and fulfill the relevant criterion as discussed in previous sections, the researcher is ready to evaluate the structural model (inner model) to test hypotheses of the current investigation.

4.9 Structural Model

Once measurement model has been determined, assessing the structural model is the next, as far as the current study is concerned. Also applied in this study is the standard bootstrapping procedure with 5000 bootstrap samples and 328 cases to assess the significant of path coefficients (Hair *et al.*, 2012). Figure 4.4 shows the estimates for the full structural model.



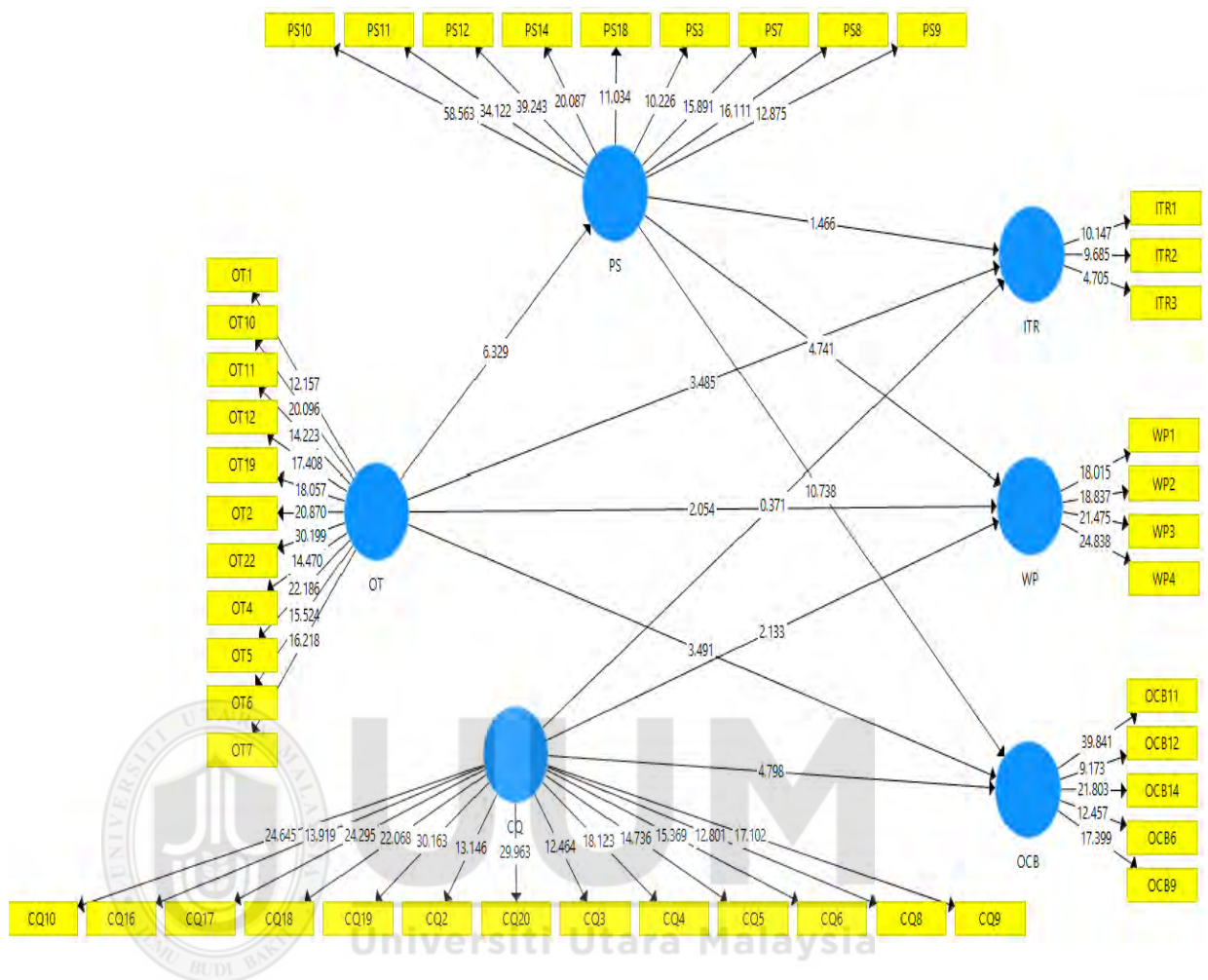


Figure 4.4
Structural Model with Mediator and Moderator

4.9.1 Assessment of Significant of the Structural Model Direct Relationships

What makes the difference between measurement model (outer model) and structural model (inner model) is that, measurement model (outer model) explains the direct

relationships, while structural model (inner model) connotes the dependence of the relationship in the hypothesized model in the research, as described by Hair Jr. *et al.* (2017). Analysis for the relationship among variables as well as t-values and path coefficients will be done using PLS-SEM. These results will be shown in the inner model.

As affirmed by Henseler and Chin (2010), the path coefficient is identical to beta coefficient in regression analysis in which beta values are the coefficient of the regression and significance of the relationships are observed using t-values. Referring to the rule of thumb by Hair Jr. *et al.* (2017), t-value of 1.64 or greater will be considered to be significant which ultimately the suggested hypotheses will be used to make decisions. The objectives of this current investigation is focusing on the examining direct relationship in outer model. Hypothesized relationship between variables will be examined in inner model. Ten (10) hypotheses had been tested. Nevertheless, out of 10 hypotheses, 8 were proved to be supported and only 2 were not supported.

Figure 4.4 depicted the findings of the output produced using SMART PLS 3.0 (Ringle, Da Silva & Bido, 2015) which demonstrated the path p-value, t-value, coefficient value as well as standard error. According to these standard values, the results of hypotheses had been tested based on the significant level of the

hypotheses. The t-value results in current research were found from the bootstrapping of 5000 samples iterations from 246 cases observation, as suggested by Hair Jr. *et al.* (2017). Table 4.13 depicted the result of direct effects.

Table 4.13
Structural Model Assessment (Direct Effects)

Hypothesis	Relationship	Beta Value	SD	T Value	P Values	Decisions
H ₁	OT -> ITR	0.239	0.069	3.485	0.000	Supported
H ₂	OT -> WP	0.147	0.072	2.054	0.020	Supported
H ₃	OT -> OCB	-0.198	0.057	3.491	0.000	Not Supported
H ₄	OT -> PS	0.390	0.062	6.329	0.000	Supported

Note: ***Significant at 0.01(1 tailed), **Significant at 0.05(1 tailed), *Significant at 0.1(1 tailed)

As a starting point, Hypothesis 1 predicted that organizational trust has positive relationship with intention to remain; ($\beta=0.239$, $T=3.485$, $p \text{ value} < 0.05$), therefore supporting Hypothesis 1. Besides, Hypothesis 2 predicted that organizational trust has significantly positive relationship on work performance; ($\beta=0.147$, $T=2.054$, $p \text{ value} < 0.05$), thus supporting Hypothesis 2. Apart from that, Hypothesis 3 predicted that organizational trust has significantly positive relationship with organizational citizenship behavior (OCB); however, the result showed the negative beta value, even though p value is less than 0.05 ($\beta= -0.198$, $T=3.491$, $p \text{ value} < 0.05$), hence Hypothesis 3 is not supported. Hypothesis 4 predicted that organizational trust has significantly positive relationship on psychological capital; ($\beta= 0.390$, $T=6.329$, $p \text{ value} < 0.05$), hence supporting Hypothesis 4.

4.9.2 Assessment of Variance Explained in the Endogenous Latent Variable

In evaluating the structural model in PLS-SEM, the value of R-Squared is considered which known as coefficient determination (Henseler *et al.*, 2009; Hair *et al.*, 2011; Hair *et al.*, 2012). The value of R^2 designated the degree of variation in the dependent variables that can be explained by one or more predictor variable (Hair *et al.*, 2006; Hair *et al.*, 2010). The satisfactory level of R^2 is said to be subjected to the research context (Hair *et al.*, 2010). However, Falk and Miller (1992) recommended an R-squared estimation of 0.10 as a least adequate level. In addition, Chin (2010) suggested that R-square estimations of 0.67, 0.33 and 0.19 as substantial, moderate and weak respectively. Table 4.14 presents the R-squared values of the three endogenous variables.

Table 4.14
Variance Explained in the Endogenous Latent Variable

Latent Variable	Variance Explained (R Sq)
Intention to Remain	23%
Work Performance	28%
Organizational Citizenship Behavior	53%

As presented in the above Table 4.14, the research model explains 53% of the total variance in organizational citizenship behavior, 28% in work performance and 23% in intention to remain. This advocated that the one exogenous latent variable

(organizational trust) collectively explained 53%, 28% and 23% of the variance in intention to remain, work performance and organizational citizenship behavior respectively. Consequently, these supported Falk *et al.*'s (1992) and Chin's (1998) suggested threshold that the three endogenous latent variables indicated the satisfactory levels of R-squared values, which were categorized moderate to substantial.

4.9.3 Assessment of Effect Size (f^2)

As stated by Chin (1998), effect size (f^2) clarifies the relative effects of a specific or individual variable on the dependent variable(s) by means of changes in the R-Squared value. It is estimated by observing increase in R-Squared of the variable to which the path is associated, relative to the variable's percentage of unexplained variance (Chin, 1998). Hence, the effect size can be explained using below formula (Cohen, 1998; Callaghan, Wilson, Ringle & Henseler, 2007).

$$\text{Effect size: } f^2 = \frac{R^2_{\text{included}} - R^2_{\text{excluded}}}{1 - R^2_{\text{included}}}$$

Cohen (1988) defined effect size values of 0.02, 0.15 and 0.35 as having weak, moderate and strong effects respectively. Table 4.15 indicates that the respective effect sizes of the variables of the structural model is small.

Table 4.15

Effect Sizes of the Latent Variables on Cohen's (1988) Recommendation

R-Squared	f-Squared	Effect Size
Organizational Trust	0.015	Small
Psychological Capital	0.019	Small
Cultural Intelligence	0.000	Small

4.9.4 Assessment of Predictive Relevance

Another validation of the structural model is the model's predictive relevance ability.

The predictive relevance can be evaluated using Stone-Geisser criterion, which assumes that an inner model needs to offer evidence of prediction of the endogenous latent construct's indicators (Henseler *et al.*, 2009). Q^2 assessment can be conducted via Stone-Geisser's Q^2 test which can be measured using blindfolding procedures (Hair Jr. *et al.*, 2016). Therefore, this study used Stone-Geisser test to assess the Q^2 , through blindfolding procedure to attain the cross-validated redundancy measure for dependent variable (Hair Jr. *et al.*, 2016). Table 4.16 presents the results of the cross-validated redundancy Q^2 test.

Table 4.16

Construct Cross-Validated Redundancy

Total	SSO	SSE	$Q^2 (=1 - SSE/SSO)$
Cultural Intelligence	3,198.000	3,198.000	
Intention to Remain	738.000	694.346	0.059
Organizational Citizenship Behavior	1,230.000	952.433	0.226
Organizational Trust	2,706.000	2,706.000	
Psychological Capital	2,214.000	2,033.016	0.082
Work Performance	984.000	861.610	0.124

As shown in Table 4.16, the Q^2 for all variables are more than zero, suggesting model's predictive relevance (Chin, 1998; Henseler *et al.*, 2009).

4.9.5 Testing Mediation Effect

According to Hair, Sarstedt, Hopkins and Kuppelwieser, (2014), mediation test is done mainly to assess whether mediation variable enhance the effect of the independent construct to the dependent construct. There are several techniques that have been used for mediation test; Baron and Kenny method for mediation (Baron & Kenny, 1986), Sobel test (e.g., Sobel, 1982) and bootstrapping (e.g., Preacher & Hayes, 2004; Hayes, 2009). In this research, resampling mediation technique (bootstrapping) was used to test the indirect effect of each potential variable". Similarly, most of the studies shown that bootstrapping is a "non-parametric re-sampling procedure" which has received high response from researcher because this is considered as one of the utmost rigorous and influential procedure for analyzing the mediation effect (Hayes, 2009; Zhao, Lynch, Chen & 2010).

Moreover, the mediation analysis through bootstrapping is appropriate in PLS-SEM since it can be applied on small sample size as well (Hair *et al.*, 2014). When doing the mediating effect, one must follow the procedure suggested by Preacher *et al.*, (2004) and Hayes (2009). Firstly, in this study, this method is used to determine the path coefficients by running the PLS algorithm. Secondly, bootstrapping has been

performed to get the values for determining the direct association among independent constructs and the dependent construct before testing the mediation effect. This research has examined the influence of mediating variable with SmartPLS 3.2.7 as suggested by Ringle *et al.*, (2015) by using the bootstrapping with re-sample of 5000. Figure 4.5 shows the mediation algorithm for the full structural model.

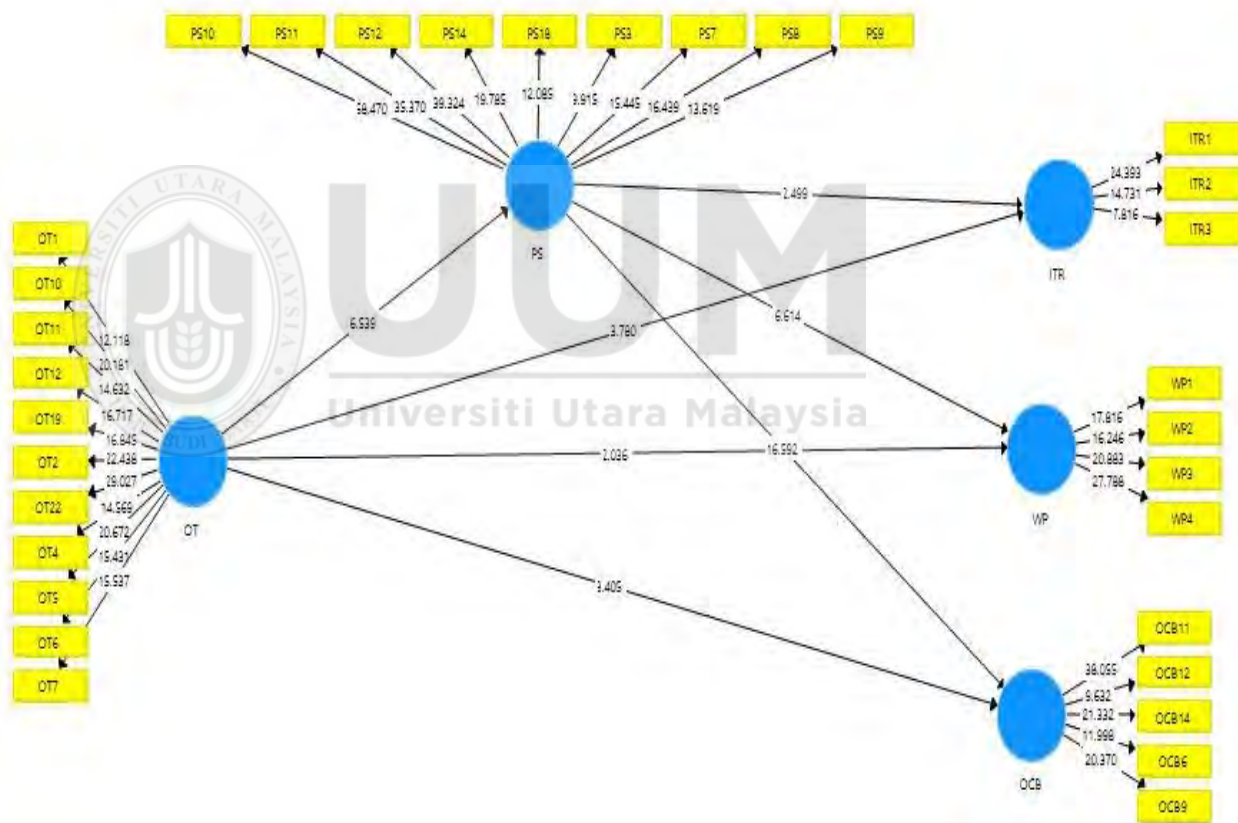


Figure 4.5
Mediation Algorithm

Upon getting 5000 bootstrapping direct effects, the researcher has performed bootstrap indirect effect by taking the product of each indirect effect (Hayes and Preacher, 2010). Furthermore, from the evaluation of structural model of current research, it has revealed that all the three constructs included in the mediation structural model were found significant in mediation test. As results indicated, exogenous variable which is organizational trust (OT) is significantly related to psychological capital (PS), work performance (WP) and organizational citizenship behavior (OCB) on the relationship between independent variable and dependent variables.

Table 4.17
Structural Model Assessment (Mediation Results)

Hypothesis	Relationship	Beta	Standard Deviation	T Statistics	P Values	Decision
H5	OT > PS*PS > ITR	0.069	0.033	2.104	0.018	Supported
H6	OT > PS*PS > WP	0.270	0.045	5.989	0.000	Supported
H7	OT > PS*PS > OCB	0.158	0.033	4.779	0.000	Supported

Note: Value are calculated PLS bootstrapping routine with 246 cases and 5000 samples. *** indicates the item is significant at the $p < 0.01$ level.

Table 4.17 shows the results of mediation of the psychological capital (PS) on the relationship between independent variable and dependent variables. All hypotheses found full support for the mediation analysis. Psychological capital mediates the relationship between organizational trust and intention to remain ($\beta = 0.069$, $t = 2.104$, $p = 0.018$). Equally, psychological capital mediates the positive relationship between organizational trust and work performance ($\beta = 0.270$, $t = 5.989$, $p = 0.000$) and organizational citizenship behavior ($\beta = 0.158$, $t = 4.779$, $p = 0.000$).

4.9.6 Testing Moderation Effect

This section estimated the strength of the moderating effect of CQ on the association among organizational trust, intention to remain, work performance and OCB. The present study applied a product term indicator approach using PLS-SEM (Chin, Marcolin & Newsted, 2003; Helm, Eggert & Garnefeld, 2010; Henseler *et al.*, 2010). The approach is considered suitable in this study because the moderating variable is continuous variable in nature measured using internal scale (Rigdon, Schumacker & Wothke, 1998). Figure 4.6 shows the moderation algorithm for the full structural model.



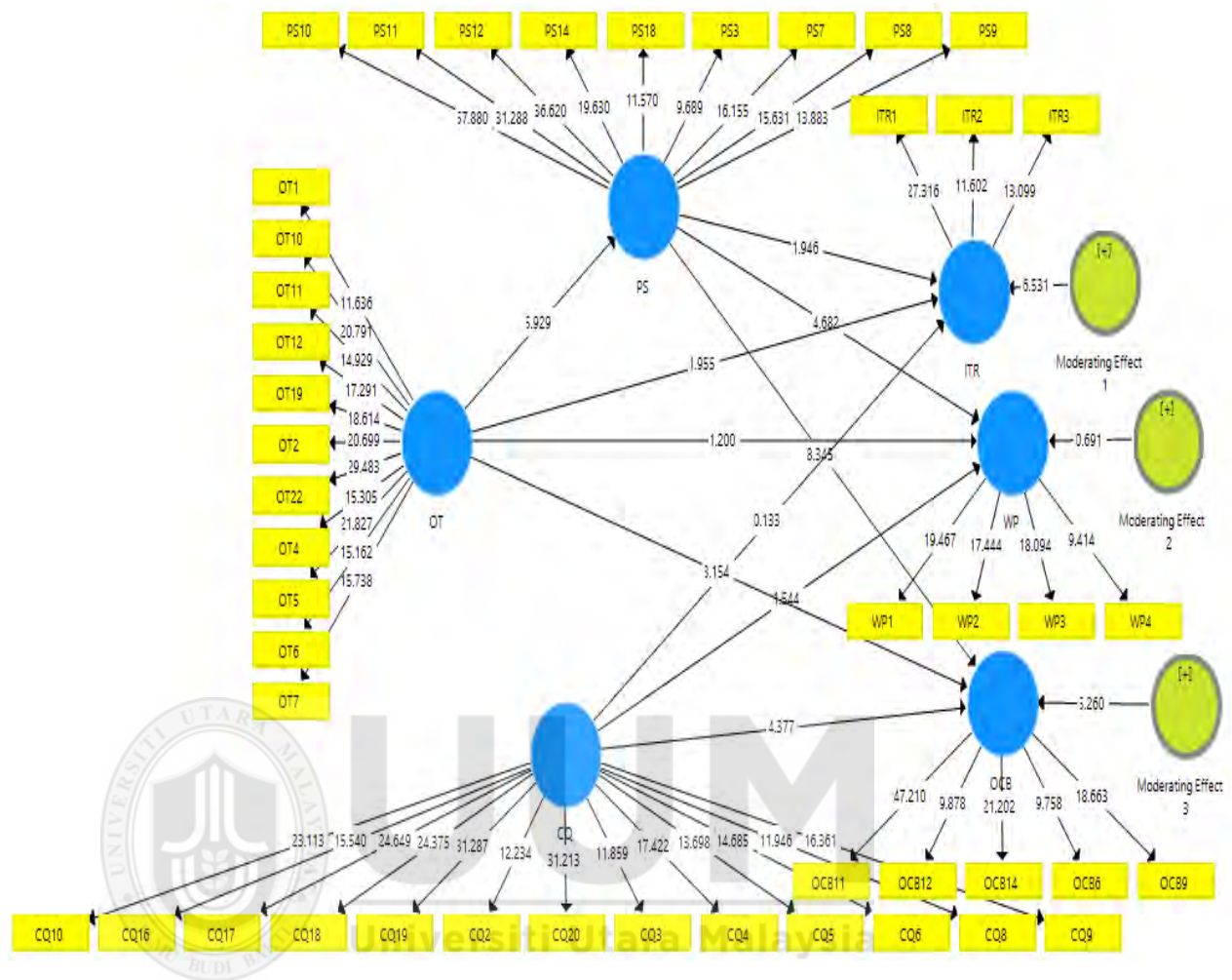


Figure 4.6
Moderation Algorithm

According to Henseler and Fassott (2010) “given that the results of the product term approach are usually equal or superior to those of the group comparison approach, we recommend always using the product term approach” (p.721).

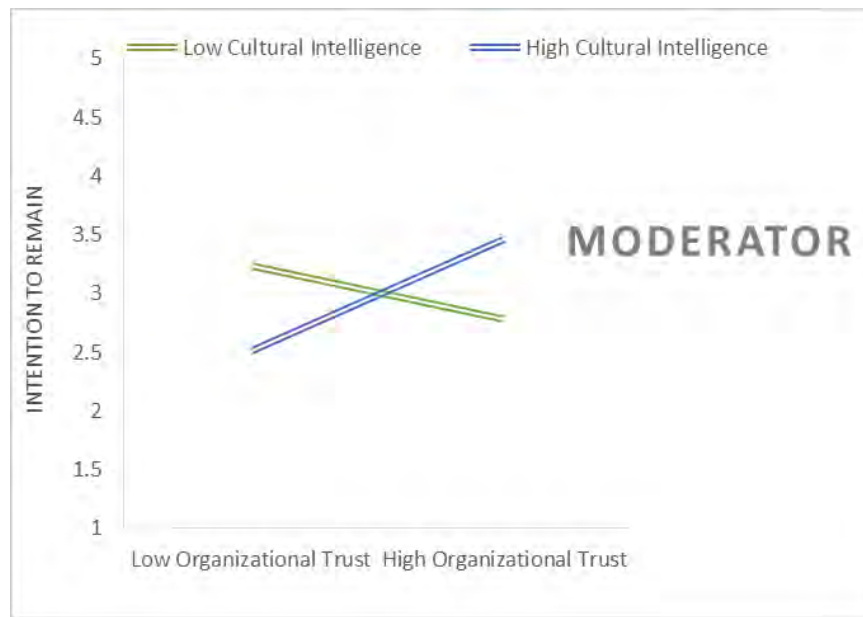
To apply approach of product indicator in the moderating effect of CQ on the relationship between organizational trust and intention to remain, work performance

and OCB testing, the product terms among the indicators of independent variables and indicators of the moderator variable need to be created, hence, the product terms would be used as indicators of the interaction term in the structural model (Kenny & Judd, 1984). Additionally, to determine the strength of the moderating effects, the current study applied Cohen's (1988) guidelines for determining the effect size. Table 4.18 shows the estimates after applying the applied product indicator approach to study the moderating influence of CQ on the association among exogenous and endogenous latent variable.

Table 4.18
Structural Model Assessment (Moderation Results)

Hypothesis	Relationship	Beta	Standard Deviation	T Statistics	P Values	Decision
H8	OT*CQ>ITR	0.351	0.054	6.531	0.000	Supported
H9	OT*CQ>WP	0.194	0.281	0.691	0.245	Not Supported
H10	OT*CQ>OCB	0.286	0.054	5.260	0.000	Supported

Note: ***Significant at 0.01(1 tailed), **Significant at 0.05(1 tailed), *Significant at 0.1(1 tailed)



Cultural Intelligence strengthens the positive relationship between Organizational Trust and Intention to Remain.

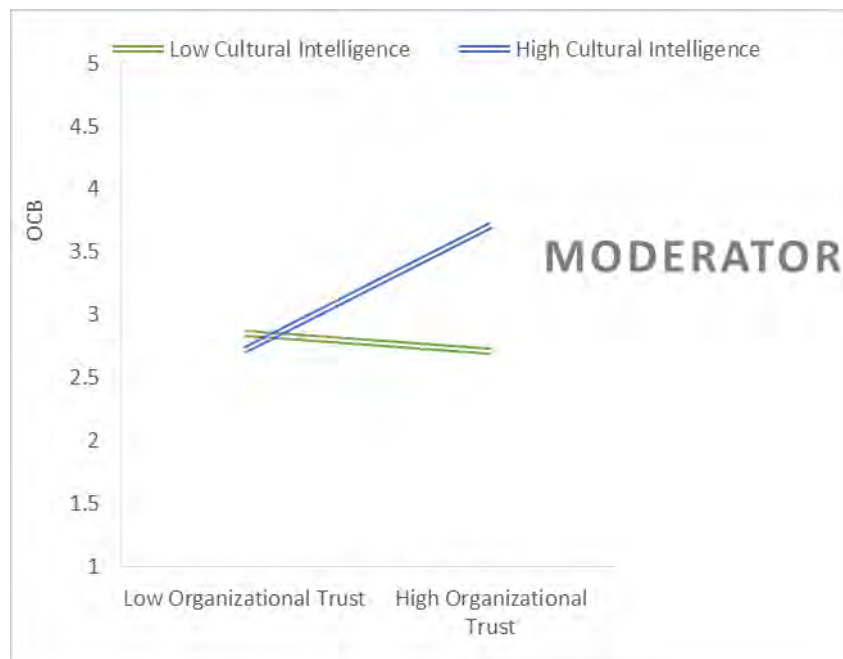
Figure 4.7

Interaction Effect of Organizational Trust, Cultural Intelligence and Intention to Remain

It could be recalled that Hypothesis 8 stated that CQ moderates the association between organizational trust and intention to remain. Specifically, the relationship is stronger for the self-initiated academic expatriates with higher CQ than it is for the self-initiated academic expatriates with low CQ. As expected, the results shown in Table 4.18 and Figure 4.7 indicated that the interaction terms representing organizational trust x cultural intelligence ($\beta = 0.351$, $t = 6.531$, $p = 0.000$) is statistically significant. Therefore, Hypothesis 8 is fully supported. Information from

the path coefficients was used to plot the moderating effect of CQ on the association between organizational trust and intention to remain, following the procedures recommended by Dawson (2014). Figure 4.7 shows that the association between organizational trust and intention to remain is stronger for self-initiated academic expatriates with high CQ than it is from self-initiated academic expatriates with low CQ.

Hypothesis 9 stated that CQ moderates the association between organizational trust and work performance. Precisely, this means that the relationship is weaker for the self-initiated academic expatriates with low CQ than it is for self-initiated academic expatriates with high CQ. The results shown in Table 4.18 and Figure 4.7 indicated that the interaction terms representing organizational trust x cultural intelligence ($\beta = 0.194$, $t = 0.691$, $p = 0.245$) is statistically not significant. Therefore, Hypothesis 9 is rejected. The result indicated that no moderating effect of CQ on the association between organizational trust and work performance.



Cultural Intelligence strengthens the positive relationship between Organizational Trust and OCB.

Figure 4.8
Interaction Effect of Organizational Trust, Cultural Intelligence and Organizational Citizenship Behaviour

Hypothesis 10 stated that CQ moderates the association between organizational trust and OCB. Precisely, this means that the relationship is stronger for the self-initiated academic expatriates with high CQ than it is for self-initiated academic expatriates with low CQ. The results shown in Table 4.18 and Figure 4.9 indicated that the interaction terms representing organizational trust x cultural intelligence ($\beta = 0.286$, $t = 5.260$, $p = 0.000$) is statistically significant. Therefore, hypothesis 10 is accepted.

The result indicates that there is moderating effect of CQ on the association between organizational trust and OCB.

4.9.7 Determining the Strength of the Moderating Effects

Cohen's (1988) effect sizes were used to determine the strength of the moderating effects of CQ on the relationship between organizational trust and intention to remain, work performance and OCB. The strength of the moderating effects was calculated by comparing the coefficient of determination (R-squared value) of the main effect model with the R-Squared value of the full model which indicates all variables as well as moderating variable (Henseler *et al.*, 2010; Wilden, Gudergan, Nielsen & Lings, 2013).

Consequently, the strength of the moderating effects was assessed using the following formula (Cohen, 1988; Henseler *et al.*, 2010).

$$\text{Effect size} = \frac{R^2 \text{ model with moderator} - R^2 \text{ Model without moderator}}{1 - R^2 \text{ Moderator}}$$

As recommended by Cohen (1988) and Henseler *et al.* (2010), the effect size of moderation (f^2) values of 0.02, 0.15 and 0.35 can be considered as small, medium and large respectively. But Chin *et al.* (2003) argued that low effect size does not

necessarily mean that the underlying moderating effect is insignificant. “Even small interaction effect can be meaningful under extreme conditions, if the resulting beta changes are meaningful, then it is important to take this conditions into account” (Chin *et al.*, 2003). The strength of the moderating effects of CQ is presented in Table 4.19.

Table 4.19
Strength of the Moderating Effects based on Cohen’s (1988) and Henseler and Passott’s (2010) Guidelines

Latent Variables	R-squared		f-squared	Effect Size
	Included	Excluded		
Intention to Remain	0.229	0.122	0.14	Small
Work Performance	0.281	0.249	0.04	Small
Organizational Citizenship Behaviour	0.527	0.456	0.15	Medium

Based on the Henseler *et al.*’s (2010) and Cohen’s (1988) rule of thumb for determining the strength of the moderating effects, Table 4.20 shows that the effect size for intention to remain is 0.14, work performance is 0.04 while OCB is 0.15, suggesting that the moderating effect ranged from small to medium respectively (Henseler, Wilson, Gotz & Hautvast, 2007; Wilden *et al.*, 2013).

4.10 Summary of Findings

The findings supported the direct relationships between organizational trust on intention to remain ($\beta = 0.239$, $T = 3.485$, $p = 0.000$), work performance ($\beta = 0.147$, $T = 2.054$, $p = 0.000$) and psychological capital ($\beta = 0.390$, $T = 6.329$, $p = 0.000$) as

expected. However, the relationship between organizational trust and OCB yielded the negative beta value even though p value is significant ($\beta = -0.198$, $T = 3.491$, $p = 0.000$). Therefore, this result did not support the relationship.

Concerning the mediation result, all three variables found mediated. Psychological capital mediated the relationship between organizational trust and intention to remain ($\beta = 0.069$, $t = 2.104$, $p = 0.018$). In the same manner, psychological capital mediates the relationship between organizational trust and work performance ($\beta = 0.270$, $t = 5.989$, $p = 0.000$) and OCB ($\beta = 0.158$, $t = 4.779$, $p = 0.000$).

With respect to the moderating effect of CQ on the relationship between organizational trust and intention to remain, work performance and OCB, results indicated that two (2) out of the three (3) relationships were moderated. The moderator, CQ moderated the relationship between organizational trust and intention to remain ($\beta = 0.351$, $t = 6.531$, $p = 0.000$) as well as with OCB ($\beta = 0.286$, $t = 5.260$, $p = 0.000$). Surprisingly, CQ did not moderate the relationship between organizational trust and work performance ($\beta = 0.194$, $t = 0.691$, $p = 0.245$). Table 4.20 summarizes the results of the hypotheses tested in the study.

Table 4.20
Summary of Hypotheses

Hypotheses	Hypothesis Statement	Findings	Decision
H ₁	Organizational trust has a significant positive relationship with intention to remain.	P=0.000, $\beta = 0.239$	Supported
H ₂	Organizational trust has a significant positive relationship with work performance.	P=0.020, $\beta = 0.147$	Supported
H ₃	Organizational trust has a significant positive relationship with organizational citizenship behaviour (OCB).	P=0.000, $\beta = -0.198$	Not Supported
H ₄	Organizational trust has a significant positive relationship with psychological capital.	P=0.000, $\beta = 0.390$	Supported
H ₅	Psychological capital mediates the relationship between organizational trust and intention to remain.	P=0.018, $\beta = 0.069$	Supported
H ₆	Psychological capital mediates the relationship between organizational trust and work performance.	P=0.000, $\beta = 0.270$	Supported
H ₇	Psychological capital mediates the relationship	P=0.000, $\beta = 0.158$	Supported

	between organizational trust and OCB.		
H₈	Cultural intelligence moderates the relationship between organizational trust and intention to remain such that the relationship is stronger when CQ is high.	P=0.000, $\beta = 0.351$	Supported
H₉	Cultural intelligence moderates the relationship between organizational trust and work performance such that the relationship is stronger when CQ is high.	P=0.245, $\beta = 0.194$	Not Supported
H₁₀	Cultural intelligence moderates the relationship between organizational trust and OCB such that the relationship is stronger when CQ is high.	P=0.000, $\beta = 0.286$	Supported

CHAPTER FIVE

DISCUSSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter discusses the main research findings presented in the preceding chapter by relating them to the theoretical perspectives and previous studies related to self-initiated academic expatriates' intention to remain, work performance and OCB. Specifically, the rest of the chapter is organized as follows. Section 5.2 recapitulates the findings of the study. Section 5.3 discusses the findings of the study in the light of underpinning theories and previous studies. Theoretical, methodological and practical implications of the study are discussed in Section 5.4. In Section 5.5, limitations of the study are noted and based of these limitations, suggestions for future research directions are also made. In the final section, conclusion is drawn.

5.2 Recapitulation of the Study's Findings

The main objective of this study is to examine the relationship between organizational trust and self-initiated academic expatriates' effectiveness namely intention to remain, work performance and OCB as well as to examine the mediating effect of psychological capital and the moderating role of CQ among self-initiated

academic expatriates of the public universities in Malaysia. Concerning the direct relationship between the exogenous and endogenous latent variable, the findings revealed that out of 4 hypotheses, 3 are supported. The results of the PLS-SEM path model indicated that organizational trust is significant and positively related to intention to remain, work performance and psychological capital. Organizational trust is found significant but negatively related to OCB, therefore the hypothesis is not supported.

With regard to mediating effect, results revealed that psychological capital mediated the relationship between organizational trust and intention to remain. Equally, psychological capital also mediated the relationship between organizational trust and work performance, as well as the relationship between organizational trust and OCB.

Concerning CQ as a moderator on the relationship between exogenous latent variable and endogenous latent variables, results delivered empirical support for 2 hypotheses. Particularly, CQ was found to moderate the relationship between organizational trust and intention to remain. Furthermore, the results also revealed that CQ moderates the relationship between organizational trust and OCB. However, CQ did not moderate the relationship between organizational trust and work performance.

5.3 Discussion

This segment discusses the study's findings in the light of applicable theories and findings of previous research. The subheadings of discussion segment are organized according to the hypotheses.

5.3.1 The Influence of Organizational Trust on Intention to Remain, Work Performance, Organizational Citizenship Behavior and Psychological Capital

Firstly, in consonance with Hypothesis 1, result of this study showed a significance positive relationship between organizational trust and intention to remain. This is to suggest that when self-initiated academic expatriates form a high degree of trust towards their institution, it tend to lead to higher intention to remain on the job. This finding is consistent with Social Exchange Theory (SET) (Homan, 1958; Guldner, 1960; Blau, 1964). In light of SET (Blau, 1964), it is proposed that in multicultural contexts, trust in the organization enables self-initiated academic expatriates to develop intention to remain attributes. In turn, they resolve to remain, as an embodiment of easier access to information, support, resources, and opportunities (Laschinger, Finegan & Wilk, 2009). It can reduce employees' perceived lack of trust which motivates them to reciprocate by becoming more loyal and committed to their organization. Organizational trust initiated by expatriate academic staff should theoretically be able to increase the propensity of commitment, dedication and

service as well as intention to remain on the job (Cropanzano & Mitchell, 2005; Gould-Williams & Davies, 2005; Paillé, Bourdeau, & Galois, 2010; Sharma & Crossler, 2014). Considering Social Exchange Theory as a theoretical basis for the influence of organizational trust on intention to remain (Neves & Caetano, 2006), the results suggest that organizational trust lessens turnover intention and fosters both creative and performance improvement. Self-initiated academic expatriates with favorable perceptions of trust in the organization feel obliged to repay the organization via increased propensity to remain at work. In a similar vein, such employees contribute to the overall growth and development of the organization via novel ideas and distinct contributions for better organizational outcomes (Chowdhury, 2005; D'Amato & Herzfeldt, 2008; Yang, Pang, Liu, Yen & Tarn, 2015). Additionally, the result shows that organizational trust has helped to shape the trust level as well as enhance the mental disposition of self-initiated academic expatriates in Malaysia. It goes further to reflect on the friendship bond and support that the academic expatriate staffs enjoy from their employers who give them a sense of belonging as respected members of the academic community in Malaysia. This portrays that organizational trust can significantly lead to intention to remain (Li *et al.*, 2017).

Secondly, the present study also hypothesized that organizational trust has a significant and positive relationship with self-initiated academic expatriates' work performance. Findings indicated that the Hypothesis 2 was supported. The findings seem to suggest that if there is stronger trust between self-initiated academic expatriates and their counterparts, it will lead to greater trust between employees and top managers of organization, which can also lead to lack of fear for expressing opinions freely and presentation of commendations to stimulate organization goals. These findings supported the empirical study results by Akilli and Cingoz (2015) as well as the one which is done by Birkenmeier and Sanséau (2016). Furthermore, it also shows that when trust is promoted in an organization, employees feel better committed and attached to the work they do, as well as to the organization in which they are working with. It is not enough to notice only the trust between self-initiated academic expatriates and the employers, but also trust among co-workers (e.g., self-initiated academic expatriates and colleagues as well as self-initiated academic expatriates and administration staffs) which can avoid harmful suspicion and hostility among members of organization. All these will lead to a great improvement in the competitiveness of an organization (the universities) and boost performance.

The improvement level of trust given to those foreign academic staffs within the levels of management will enable them to carry their responsibilities in the most effective and efficient way. Cordial relationship between those expatriates and the

universities will boost the feeling of sense of belonging, respect and commitment. According to Bakiev (2013) and Usikalu, Ogunleye and Effiong (2015), this environment will create and encourage optimal performance among self-initiated academic expatriates. These people will also value the profession as an educator, as a noble profession and it will promote positive attitudes towards lecturing and enhance their work performance (Brown, Gray, McHardy & Taylor, 2015; Nešić & Lalić, 2017). As a result, organizational trust has positive and direct effect on employee commitment and work performance amongst self-initiated academic expatriates in public universities in Malaysia.

Thirdly, the current research also hypothesized that organizational trust has a significant and positive relationship with OCB. Contrary to expectations, findings revealed that Hypothesis 3 was not supported since the result showed that organizational trust has a significant negative relationship with OCB. Atkinson *et al.* (2012) argued that trust is an essential element of effective relationships in organizations because it increases both the efficiency and effectiveness of interpersonal exchanges. When present in a relationship, trust increases cooperation without adding more value on time and resources for the sake of achieving the favorable outcome needed (Mayer, Davis, & Schoorman, 1995; McEvily, 2011; Paliszkievicz, 2012; Balliet, & Van Lange, 2013; Phuc Nguyen, & Liem, 2013). As noted by Solomon and Flores (2001), “without trust, the corporation becomes not a

community but a brutish state of nature, a war of all against all in which employment tends to be nasty, brutish, and short” (p. 5). Trust facilitates cooperation because it prevents one party’s vulnerability from restricting their behavior (Moorman, Brower, & Grover, 2018). From this result, it is revealed that organizational trust could not provide greater variance in behavior directed towards the organization by self-initiated academic expatriates, such as civic virtue, when compared to extra-role behavior directed towards individuals, such as altruism, courtesy and conscientiousness. With the present findings, the role of trust, such as trust in supervisors and trust in colleagues, as well as other factors related to job and organizational climate is not represented. Therefore, it can be concluded that though organizational trust does have an impact on OCB, the presence of other factors, such as trust in colleagues and supervisor, would complement each other and add to the stronger predictability of OCB directed towards both an individual and the organization. Unfortunately, this is not the case according to this finding.

The reason for the negative relationship between organizational trust and OCB can be located in the models of trust development which suggests that those who trust may be informed by judgments of the other’s character and motives (Mayer, Davis & Schoorman, 1995; Whitener, Brodt, Korsgaard, & Werner, 1998), because trust rests on “an assessment of other’s intention, sincerity, motivations, character, reliability, and integrity” (Burke *et al.*, 2007). Luhmann (1979) states the issue in more esoteric

terms, suggesting that “trust rests on illusion”. In actuality, there is less information available than would be required to give assurance of success” (p. 32). What prompts the trustor to act in the face of a threat of exploitation is the belief that trust is justified by information about the trustee that reduces the risk. Luhmann (1979) further argues that trusting relationships do not follow from previous prescriptions of expected performance, but follow from surplus performance, or OCB, because this performance indicates a greater investment in the concern for and support of the other. In sum, models of the antecedents of trust suggest that actions by the trustee affect how the trustor develops perceptions of trust because these actions signal information about the trustee’s character and motives. OCB can affect trust perceptions because they signal that the trustee is benevolent, helpful, and of caring character. These impressions increase trust because they reduce the risk associated with making oneself vulnerable to another.

The study results showed that trust is a starting point which desires employee’s willingness towards their organizations. Trust in the organization plays a controlling factor on the study. It also goes to demonstrate that if employees trust their supervisors, they are more likely to put efforts in their organizations. This study shows that the controlling variable of trust affects employees OCB practices among self-initiated academic expatriates in Malaysia.

Fourthly, this research hypothesized that organizational trust has a significant and positive relationship to psychological capital (Hypothesis 4). Findings from this study had revealed that the higher the trust between the self-initiated academics expatriates and the organization or universities in which they work, the higher the psychological capital levels of self-initiated academic expatriates in Malaysian universities. The significant findings provide evidence for the importance of not only capturing the perceptions that self-initiated academic expatriates have about their employers but also the perceptions they have of themselves. Indeed, self-initiated academic expatriates and their psychological states are equally important in understanding how employer's processes influence performance. Hence, because of self-initiated academic expatriates' organizational trust had a positive relationship with psychological capital that they have towards their employers, we come closer to understanding not only the states and behaviors of the employers that are crucial to organizational performance, but also the state of self-initiated academic expatriates' positivity. In addition, by analyzing psychological capital at self-initiated academic expatriates' level, we found further evidence for how the dynamics of Social Exchange Theory influence employee-employer relationships.

In previous studies conducted by Ozler and Yildirim (2015), Luthans and Youssef-Morgan, (2017), Ozturk and Karatepe, (2019) and Youssef-Morgan and Stratman, (2018), it was discovered that organizational trust affects psychological capital

positively. It can also be said that if the characteristics of an academic staff is defined by how they can motivate themselves, demonstrating the capabilities to fulfil tasks, to show enthusiasm and the required effort in achieving objectives, being persistence in difficult uncertain conditions, having an increased in self-confidence and displaying more positive behavior in the university environment, then it means that the positive significant relationship between organizational trust and psychological capital confirmed this position. Therefore, in this study, it can be stated that there is a positive significant relationship between the aforementioned constructs (organizational trust and psychological capital).

According to this result, it can be said that self-initiated academic expatriates have the desire to accomplish both individual and organizational objectives, fulfilling a task in the best way he/she realizing his/her skills, displaying a high sense of optimistic perspective against the events occurring within organizational life, being able to show strong and positive social behaviors in social and university life, trusting other lecturers within the university and perceiving as a trustworthy human by others, makes the international lecturers to integrate their values with the values of the university and internationalizing the university more. Thus, it can be seen that organizational trust is a significant predictor of psychological capital. As a result, it can be said that the psychological capital levels of the international lecturers are an

important factor in explaining and increasing the organizational trust of self-initiated academic expatriates in Malaysian universities.

The plausible reason for the above finding is attributed to the demographic characteristics of the respondents. The majority of the self-initiated academic expatriates were above the ages of 40-49 (refer to Table 4.8). Age groups vary in physical features and attitudes related to life span. As age increases, individuals go through various biological (de Lange *et al.*, 2006; Greller & Richtermeyer, 2006) and psychological changes (Maurer, 2001; Rosenberg, 2017). These alterations may be reflected in the health, cognitive abilities and performance of the individual (Kooij, de Lange, Jansen, Kanfer & Dijkers, 2011). For example, Kanfer and Ackerman, (2004) found that trust inclinations change with age. More specifically, crystallized intellectual abilities (general knowledge and verbal comprehension) increase, whereas fluid intelligence (working memory, abstract reasoning and speed of reaction) decrease.

Although most studies use chronological age to measure variations in characteristics, some studies have argued that other types of aging such as psychological, biological or social age could also be used as parameters (Kooij *et al.*, 2011). Kanfer *et al.* (2004) similarly found that with increasing age, workers are trusted to perform jobs that offered opportunities for positive events and younger employees having more

favorable attitudes toward risk-taking (Vroom & Pahl, 1971; Demaree, DeDonno, Burns, Feldman & Everhart, 2009). The distinction between older and younger self-initiated academic expatriates can be made according to two conditions: one, their power and options to choose to expatriate; and two, their incentive to take on an international assignment. Older academics generally have higher human, social and economic capital (publication record, visibility, contacts and salary level) than their younger colleagues. In consequence, it is found that in the group of self-initiated academic expatriates, younger individuals were more trust inclined and less risk averse when expatriating than their older colleagues. Accordingly, younger academics were more motivated by adventure, career and money when choosing to expatriate than older academics.

Hence, the results are consistent with prior empirical findings which show that younger people are more risk-taking (Vroom *et al.*, 1971) and adventurous (Yousefi & Marzuki, 2012), whereas older people are more concerned with comfort (Selmer & Luring, 2010), convenience (Leviatan, 1992) and safety (Jang & Wu, 2006). The results of this study are also congruent with the argument that younger people are more concerned with career issues than older people (Selmer *et al.*, 2010). We also proposed that when making the decision to expatriate, younger people would have stronger reasons related to life changes than older people, who tend to place more importance on family relations.

Notwithstanding, most self-initiated academic expatriates comprised of married male lecturers, aged between 40-49 years old will also decide to remain in the organization because they have family to support. Based on that, it is reasonable to assume that a majority of the self-initiated academic expatriates included in the study had their spouses in Malaysia. That is likely to be a positive influence on the process of adjustment. This gains support from research by Alshammari (2012), which concluded that no significant differences existed between the married with family, married without family and the single expatriates and the level of socio-cultural adjustment. However, it is important for the expatriate to perform well in the new environment. The task becomes easier when his/her family is there to support them and they collectively adjust to living in the new country (Selmer, 2002).

Problems arising with the expatriates' family have been the most common cause of failure of expatriates as well as the cause for repatriation before the assignment is complete. This is mostly attributed to poor adjustment of families or to lack of adjustment towards the transportation, food, health care and education systems that are found in the host country (Andresen, Al Ariss & Walther, 2012). In the current study, marital status may have no effect on cultural adjustment, which can be ascribed to the fact that self-initiated academic expatriates' marital situations are unique and may vary based on individuals. These self-initiated academic expatriates

are married with family and the reasons to expatriate included a desire to do what was best for the whole family and hence, the whole family was involved in the decision to expatriate, from very young children, to teenagers and adults. They mostly came from Asia continent where Asia people are practicing collectivist culture where culture is much embedded.

Regarding the demographic characteristics of tenure, about 34% of the respondents have spent some 6-10 years abroad and thus have gained some international experience. Foreign assignments, which can create a substantial set of work experiences, are highly important for managers (Sri Ramalu, Che Rose, Uli & Kumar, 2012). Such foreign experiences are considered decisive resources (Hamori & Koyuncu, 2011; Lovvorn & Chen, 2011) and assets for developing core competencies (Tillery & Jourdan Jr, 2013) for international institutions and companies. (Björkman & Welch, 2015) found that individuals with international experience were more privileged and occupied in higher position than their coworkers with no or little overseas experience. In addition, previous studies suggest that having international experience can contribute to assignment success for expatriates (Black, Mendenhall, & Oddou, 1991; Clapp-Smith, & Wernsing, 2014). More specifically, Clerck and Joynson (1992) confirmed that academic expatriates who have overseas experiences are more familiar with cultural differences and gain new insights through practices and teaching processes. In this context, it is not

surprising that, as the number of expatriates working abroad has increased, so has the research attempting to identify factors that influence expatriates' cross-cultural adjustment (Black *et al.*, 1991; Seyedimany, 2014). Failure to adjust to the new environment can cause expatriates to fail in their assignment (Huff, Song, & Gresch, 2014; Koveshnikov, Wechtler, & Dejoux, 2014). Earlier studies pointed to international experiences as an important factor in expatriate adjustment (Peltokorpi & Froese, 2012). According to Lin, Chen, & Song (2012), previous non-work and work-related abroad experiences are linked to higher levels of adjustment. Malek, Budhwarb and Reiche (2015) found a relationship of prior overseas work experiences to work adjustment but not to general adjustment to support this study.

Apart from that, in terms of gender, the majority of self-initiated academic expatriates in this study were male (refer to Table 4.8). Differences in gender are generally related to gender roles (Schmitt *et al.*, 2017) and to differences in biological (physical and psychological) characteristics (Berndt & Steveker, 2016) that can be related to men and women respectively. In this regard, Audrain-Pontevia and Vanhuele (2016) originally argued that males are guided predominantly by controlling tendencies referred to as argentic goals. This includes self-assertion, self-efficacy and mastering. Concurrently, males tend to forcefully pursue goals having personal consequences (Mueller, & Dato-on, 2013). In contrast, females are believed to be guided by communal concerns emphasizing interpersonal affiliation and a

desire to be in harmonious relations with others and themselves (Hall, Mast, & Latu, 2015; Remington-Doucette, & Musgrove, 2015). Regarding expatriates' careers, studies have consistently reported that men are more interested in expatriates' careers than are women (Selmer, Luring, Zhang, & Jonasson, 2016). This may point to women's career paths being relatively more in line with the demands of an academic work environment compared to other industries. Moreover, for women, moving across national boundaries could also be a way to avoid gender-based discriminatory structures in their home countries (Tlaiss, 2015). In this way, highly qualified women from male-dominated countries may be able to use expatriation strategically to gain career promotions. Conversely, women valued interaction with people, convenient hours and job security higher than men. Lim and Envick (2013) found that women scored lower on risk-taking than men. Women were also more likely than men to be concerned with safety and security while travelling abroad (Sumb, 2017).

The results from this study reveals that men are more strongly motivated, than women, by money and opportunities to change one's life. This is in line with extant studies showing men to be more risk-taking than women (Lim *et al.*, 2013) who are more concerned with safety and security (Sumb, 2017). The findings also support the argument that men have stronger financial incentives for engaging in work activities than do women (Habib, & Hossain, 2013). Finally, some studies have indicated that men, more so than women, can be motivated by opportunities to change their life and

escape problems in their current situation (Swanson *et al.*, 2008), whereas women are more focused on stability and harmony (Hall *et al.*, 2008). This was also confirmed in this study which speculated that women expatriates in the academic world would to a high extent find their motivation in career opportunities.

Thirdly, according to this study, 90.5% of the respondents (refer Table 4.8) have PhD/DBA qualifications. Higher education status does have effect on surveyed self-initiated academic expatriate's socio-cultural adjustment, according to the results of the present study. This can be understood in such a way that higher level of learning actually plays a role on cultural adjustment of the host country. This result is similar with the study by Reynolds (2010) on self-initiated academic expatriates in the UAE. The conclusion was that, education level shows a significant influence on the degree of cultural adjustment. More specifically, those self-initiated academic expatriates who reported holding a master's or higher-level degree had higher levels of cultural adjustment than those holding a bachelor's degree. Intuitively, one would expect a positive relationship between levels of education and the ease of handling life situations. For example, a higher level of education is usually associated with greater experience and a greater capacity for reasoning, which could aid in making sense of the new cultural environment. Another possible explanation could be that the obtainment of graduate level education indicates a deeper and more sophisticated

professional skill set that would promote greater professional self-assurance, thus increasing the expatriate's self-confidence in dealing with unfamiliar environments.

5.3.2 Mediating Effect of Psychological Capital on the relationship between Organizational Trust and Intention to Remain, Work Performance and Organizational Citizenship Behavior

Psychological capital is defined as “an individual's psychological state of development that is characterized by (a) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (b) persevering towards goals and, when necessary, redirecting paths to goals (hope) in order to succeed; (c) making a positive attribution (optimism) about succeeding now and in the future; and (d) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Luthans, Youssef & Avolio, 2007). This study also proposes psychological capital as a mediator on the relationship between organizational trust and intention to remain, work performance and OCB. Cohen *et al.* (1990) further noted that psychological capital is an important consideration in understanding the level of trust, intention to remain, work performance and OCB of self-initiated academic expatriates because it is able to shape the way they feel, think and behave in their job as foreign expatriates.

The fifth hypothesis (H₅) was formulated in order to answer research questions and research objectives which stated that, does psychological capital mediates the relationship between organizational trust and self-initiated academic expatriates' intention to remain in public universities in Malaysia. Using PLS-SEM, the result from PLS coefficient path output reveals that psychological capital has a mediation influence on the relationship between organizational trust and intention to remain which satisfies the conditions of mediation as pointed out by Baron and Kenny (1986), Hayes (2009) and Hair, Black, Babin and Anderson (2010). The result of the mediation effect established that hypothesis (H₅) is accepted. This finding helps to fill the gap in the literature with regards to the effective role of psychological capital as a mediator on the relationship between organizational trust and intention to remain among self-initiated academic expatriates in Malaysia.

The present study examines the process through which organizational trust is related to intention to remain. The study demonstrates the role of psychological capital as well as the effect of organizational trust on self-initiated academic expatriates' intention to remain. The results shows that self-initiated academic expatriates, who have high intention to remain in their work are more likely to promote creativity by aiding the development of their psychological capacities when carrying out their work. It shows that self-initiated academic expatriates with high level of psychological capital may exhibit greater intention to remain capabilities, which

enhances the chances of producing creative outcomes among self-initiated academic expatriates in HEIs. An employee with a high level of psychological capital will need less supervision and will be less dependent on Head of Departments, Deans or supervisors for directions and day-to-day work. While there may be other variables (e.g., justice perceptions, intrinsic motivation) that may mediate organizational trust and intention to remain relationship, the present study exhibits the importance of psychological capital as an important explanatory variable.

The findings also indicated that psychological capital influences organizational trust to enhance intention to remain among self-initiated academic expatriates among public universities in Malaysia. When employees perform better; they will have self-confidence and attribute more positively about their success now and in the future. They will feel competent and the exchange of knowledge and information sharing with their employers and also their trust will increase, which result with higher intention to remain. Also, high performance of the individuals may cause the increase of employer's trust to their employees due to the success at work. Then this might increase the quality of employer-employee relationship and leads the employees to consider his or her manager as helping him whenever necessary and being a mentor in tough times. All of these may increase the intention to remain level of employees.

When psychological capital is introduced as a mediator, the relationship becomes stronger. This shows that university administrators among all public universities in Malaysia invoke psychological capital as an advantage to influence self-initiated academic expatriates to remain in their work. Hence, it can be said that public universities administrators in Malaysia use psychological capital as an important organizational tool for enhancing the intention to remain of academic expatriates. The results are in line with previous literature that greater individual performance leads to greater psychological capital (e.g., Walumbwa, Peterson, Avolio, & Hartnell, 2010; Rego, Marques, Leal, Sousa, Cunha, 2010; Bitmiş, & Ergeneli, 2013) and trust (e.g., Walumbwa, Luthans, Avey, & Oke, 2011) which in turn leads to greater intention to remain (e.g., Shahpouri, Namdari, & Abedi, 2016).

Furthermore, the findings showed a mediated relationship on the effect of organizational trust on intention to remain when psychological capital serves as a medium of enhancing the relationship effect between organizational trust and intention to remain. In the context of this study, when self-initiated academic expatriates among public universities in Malaysia who as a result of sufficient trust in their universities increase their intention to remain, they augment more psychological capital which result in increased trust in the organization as well as higher intention to remain at work. This is because, the effect on intention to remain wasn't influenced by organizational trust alone but was indirectly mediated by

psychological capital. The picture which emerged from this study showed that organizational trust has a direct influence towards intention to remain and at the same time indirectly exert some of its influence towards intention to remain through psychological capital. The findings also revealed that psychological capital is the mechanism through which organizational trust influence the performance of self-initiated academic expatriates in Malaysia. Therefore, the existence of psychological capital serves as a way through which organizational trust influences the intention to remain of self-initiated academic expatriates in public universities in Malaysia.

Hypothesis 6 (H₆) was formulated in order to answer research questions and research objective, which states whether psychological capital mediates the relationship between organizational trust and work performance among self-initiated academic expatriates in Malaysia. Using PLS-SEM, the result from the PLS coefficients path output reveals that psychological capital has a significant mediating influence on the relationship between organizational trust and work performance, and it satisfies the conditions of mediation as pointed out by Hayes (2009), Hair *et al.* (2010) and Baron *et al.* (1986). The result of mediation effect also established that the hypothesis 6 (H₆) was found to be significant and therefore acceptable. This implies that psychological capital influenced self-initiated academic expatriates in public universities in Malaysia to increase their work performance. The findings help to fill the gap in literature with regards to the effect/role of psychological capital as a

mediator in the relationship between organizational trust and work performance among self-initiated academic expatriates in the Malaysian context. A relationship is considered to be mediated when the independent/predictor variable has effect on the dependent/outcome variable through a mediator (Baron *et al.*, 1986; Hair *et al.*, 2010). Therefore, the results show that organizational trust first and foremost do have an effect on the mediator variable of psychological capital and this in turn influences the dependent variable which is work performance (Miles *et al.*, 2001; Hair *et al.*, 2010).

The findings indicated that organizational trust does influence work performance among self-initiated academic expatriates in Malaysia, when psychological capital is added as a mediator, which in turn make the relationship becomes stronger. Psychological capital refers to the fact that the positive psychological developmental status of an individual activates positive emotions and orientations and directs the individual's attention and focus on their patterns of thinking, tendencies, and behaviors. High levels of psychological capital refer to an employee's positive job-related cognitions (Bouckennooghe, Zafar, & Raja, 2015). Thus, psychological capital states are likely to go beyond enhanced in-role performance and work performance. This result shows that self-initiated academic expatriates positively engages in their works beyond the standard working hours or attends meetings not mandatory, which they considered important as he or she considers the likelihood to be useful to the

performance of the organization. From this practical point of view, this result emphasizes the importance of positive psychological resources and organizational trust in activating the workforce toward higher work performance. Psychological capital is a construct that is not constant under all circumstances and conditions. The construct can be measured, developed, and effectively managed for performance improvement (Luthans, Youssef, & Avolio, 2007). Therefore, the increase of psychological capital through various developing or training interventions allows for a higher level of work performance (Luthans, Avey, & Patera, 2008).

This shows that self-initiated academic expatriates in public universities in Malaysia that exhibit the tendency of organizational trust also tend to initiate better work performance in their institutions by invoking psychological capital. Hence, it can be said that the psychological capital of self-initiated academic expatriates in Malaysia plays a very crucial role through which organizational trust can enhance their work performance. The findings also show a mediated relationship on the effect of organizational trust on work performance where psychological capital serves as a channel in enhancing the relationship effect between organizational trust and work performance. In the context of this study, when self-initiated academic expatriates in public universities in Malaysia show sufficient organizational trust among colleagues in their institutions which as a result lead to increase in their work performance, they also enhance their psychological capital, and by doing so, they leverage

psychological capital to boost work performance. This is because the effect on work performance is not directly caused by organizational trust alone, but was also indirectly influenced through the mediated influence of psychological advantage.

Based on the findings of this study, the strength of the association between organizational trust and work performance was still significant with the inclusion of a mediator variable of psychological capital because the beta value increased from 0.147 to 0.270 and this indicates mediation in the relationship between organizational trust and work performance (Baron *et al.*, 1986; Hair *et al.*, 2010). This also implies that organizational trust has a direct influence towards work performance and at the same time exert some influence towards work performance through psychological capital. The result concerning the mediating effect represent the major contributions for this study, the question of why and how mediation of psychological capital takes place could be answered by theoretical explanations rather than past studies. For that reason, significant theories including Social Exchange Theory (SET) has provided the required theoretical bases for the new findings.

To reduce this uncertainty, expatriates become boundary spanners; they cross the boundary between the organization and their environment to seek information (Thomas, 1994). Boundary-spanning activities often involve seeking and exchanging information; in an expatriate context. These correspond to development of informal

information networks and knowledge transfer (Scott, 1995; Au & Fukuda, 2002). Au *et al.* (2002) found that expatriates who engaged in more boundary-spanning activities were more eager to use the resources obtained and this usage led to higher job satisfaction and more power within their firms. Similarly, perceived supportive networks, such as those characterized by organizational support, have also been associated with greater expatriate effectiveness (e.g., Black & Mendenhall, 1990; Black & Gregersen, 1991; Aryee & Stone, 1996; Shaffer, Harrison & Gilley, 1999; Kraimer, Wayne & Jaworski, 2001). The findings also revealed that psychological capital is the mechanism through which organizational trust influences the work performance of self-initiated academic expatriates in public universities in Malaysia. Therefore, the presence of high psychological capital serves as a way through which organizational trust influences the work performance of self-initiated academic expatriates in public universities in Malaysia.

Hypothesis 7 (H₇) was formulated to answer research questions and research objectives, which states whether psychological capital mediates the relationship between organizational trust and OCB among self-initiated academic expatriates in Malaysia. Results suggest that an employee's psychological capital does matter to some extent, concerning OCB. Mainly, those high in psychological capital engage in more OCB. Moreover, employees both high in psychological capital and high in the organizational trust would engage in the highest frequency of OCB compared to

those who are low in organizational trust. When these studies are considered, individual and organizational antecedents such as trust and organizational performance can help affect followers' psychological capital and organizational trust (Bouckennooghe *et al.*, 2015). The result shows that self-initiated academic expatriates tend to rely on management and supervisors, and they constitute positive emotions and form attitudes in a positive direction. Accordingly, these self-initiated academic expatriates engage in more OCB.

Hence, those with higher levels of psychological capital and organizational capital are more likely to gain positive outcomes, and consequently exhibit OCB (Clapp-Smith, Vogelgesang, & Avey, 2009; Bitmis & Ergeneli, 2013). Considering the direct effect of psychological capital on OCB, the fact that self-initiated academic expatriates have a meaningful impact on the lives of others in terms of the task significance, in general, makes them show trust in their work and thus leads to higher levels of OCB (Jaffery, 2014). Meanwhile, working under intense and stressful conditions provides that self-initiated academic expatriates have higher levels of OCB in the process of time. Therefore, these employees are likely to reciprocate with higher levels of discretionary behaviors toward their work.

Similarly, the current study has also shown the significant role of psychological capital as a mediator on the relationship between organizational trust, intention to

remain, work performance, and OCB. Most of the studies done earlier like Larson and Luthans (2006), Harty, Gustafsson, Björkdahl and Möller (2016) and Luthans and Youssef-Morgan (2017) are interestingly, have concentrated on investigating the direct association between organizational trust and intention to remain, work performance and OCB while incorporating psychological capital as a mediator on these relationships for the following reasons; firstly, psychological capital is a very crucial construct in capturing an individual's psychological capacities that can be measured, developed and harnessed for performance improvement of self-initiated academic expatriates in public universities in Malaysia by adapting to new cultural situations of their environment. This conception is buttressed by Lizar, Mangundjaya and Rachmawan (2015) that psychological capital influences a variety of outcomes at the individual level of particular importance for organizations and even beyond the workplace.

Secondly, psychological capital is expected to mediate the relationship between organizational trust, intention to remain, work performance and OCB because individuals with a high level of psychological capital are not only able to adapt and interact with different cultures but also able to shape their environments in order to create an environment for new interactions (Jyoti *et al.*, 2015). They also tend to have the ability to organize and analyse information, draw implications, and execute appropriate cognitive, emotive, or behavioural actions in response to the culture of

the host country they are in. Equally, results from the current research demonstrate that the psychological capital of individuals is a significant factor that triggers their thriving at work. We also notice that environments of higher institutions of learning can bring new opportunities to foster the learning component of self-initiated academic expatriates' thriving. It can suggest that higher institutions of learning environments are instrumental in thriving, whereas the very thriving is more stimulated by psychological capital than one's language proficiency, prior international experience or job tenure. Other researchers have also found out that working in higher institutions of learning is a natural source of learning (Puck, Kittler & Wright, 2008) and the novelty and diversity experienced in such an environment create an opportunity for learning (Stahl, Mäkelä, Zander & Maznevski, 2010).

Taken as a whole, this study had added empirical evidence to the body of knowledge in the area of cultural behavior and the research results could be a strong basis for future researches and group factors as well as work attitudes and behaviors like organizational trust, intention to remain, work performance and OCB among self-initiated academic expatriates in public universities in Malaysia.

5.3.3 Moderating Effect of Cultural Intelligence on the Relationship between Organizational Trust and Intention to Remain, Work Performance and Organizational Citizenship Behavior

This study proposed CQ as a moderator on the relationship between organizational trust and intention to remain, work performance, and OCB. The fifth research question was, does CQ moderates the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB? In line with this research question, the fifth research objective was to examine whether CQ moderates the relationship between organizational trust and self-initiated academic expatriates' intention to remain, work performance and OCB. To answer the fifth research question, three hypotheses were formulated and tested using the PLS path modeling (i.e., H₈, H₉, and H₁₀). It could be recalled that hypothesis H₈, stated that CQ moderates the relationship between organizational trust and intention to remain. Specifically, this relationship is much more resilient (more positive) for self-initiated expatriates with high CQ. The findings regarding the moderating effects represent one of the main contributions of this research; possible explanation of the moderating effects of CQ could be explained from the theoretical perspectives rather than from previous empirical examples.

The results regarding how the moderating effect of CQ on the relationship between organizational trust and intention to remain reveals that, CQ is an important cognitive

resource as well as an individual difference variable that is connected to intercultural effectiveness. It is different from so many inventories of cross-cultural skills and abilities in that; it is a general culture form of intelligence that is applicable to the sphere of intercultural interactions. In particular, the result showed that the relationship between organizational trust and intention to remain became higher, stronger and better resilient for those with high, positive CQ. This suggests that self-initiated academic expatriates with high CQ disposition are more likely to remain in their work with their employers in the nearest future.

The early beginning is usually very interesting for the expatriate, and it is plotted on the chart with a high point. Conversely, as things progress, they start to experience the full impact of adjusting and as a result, become depressed and get ill. After the unpleasant experience, they become adjusted and adapt to the surrounding changes by coping and absorbing the realities of the new environment (Gammel, 1998). Adjustment measurement is done in degrees by the level of comfort and satisfaction that is experienced in the new environment and not by conformity to the host country culture. (Torbiorn 1982; Black *et al.*, 1991). What is suggested by these different stages is the transitioning in cultural understanding and perceived quality of living when relocating. Initially, difficulties of adjustment may be overridden by a cultural infatuation caused by the newness of the environment. Shocks as a result of cultural adaptation happen sets in since coping with the new environment on day by day basis

becomes inevitable. Adjustment is signified by an increase in the degree of satisfaction and ability to cope further, which leads to increased satisfaction and confidence due to the fact that the expatriates have managed to overcome his or her anxieties and has become more sufficiently informed on how to deal with the host environment (Usunier, 1998).

The present research also establishes that while organizational trust can influence the intention to remain for self-initiated academic expatriates, CQ helps them to function effectively in a new cultural environment (Earley & Ang, 2003). This can trigger the interest or desire of wanting to venture into a permanent expatriate career. Prior researches focused mainly on CQ and its direct influence on the effectiveness and performance of expatriates (Kim, Kirkman & Chen, 2008; Lee & Sukoco, 2010). This current research extends the nomological network of CQ by exploring the role of CQ as a moderator. Drawing from the SET theory of Blau (1964) which emphasizes the role of reciprocation in human interactions, this study reveals that CQ can interact with organizational trust in bringing about improved intention to remain for self-initiated academic expatriates if they find an adjustment in their place of work. Findings such as this are novel since the current study has failed to investigate the interactive effect between organizational trust as a self-regulatory mechanism and CQ as an intercultural capability. Such an investigation helps to deepen our understanding that the intention to remain in an expatriate career is not only

motivated by demographic variables or economic factors but also by the interaction between organizational dispositions and attributes particularly organizational trust and CQ.

It could be recalled that hypothesis H₉, stated that CQ moderates the relationship between organizational trust and work performance. Unexpectedly, the result did not support the hypothesis. This finding suggests that self-initiated academic expatriates who teach in public universities in Malaysia may have the opinion that individual performance is determined not by organizational factors but rather by individual factors. Nonetheless, if employees diminish the essence of organizational factors that can improve individual performance, such as abundant resources or employee-friendly policies, this may lead to a situation in which the employee may give too much credit to themselves and not engage in positive organizational behaviors. This could result in a scenario in which the employee believes he or she knows best how to increase performance rather than trusting the organization to set work performance standards that lead to increased performance. In other words, the employee feels no obligation to become performance-oriented because of the absence of trust and also if he or she doesn't see what the organization is providing them to be successful.

The result suggests that self-initiated academic expatriates are not able to overcome cultural differences. It concerns, however, where cultural distance is too high, less

effort is made by individuals to assimilate into the local culture (Baruch & Forstenlechner, 2017). The employee-supervisor role may also be important as expatriate workers are likely to rely on the host country supervisor to understand local norms and customs (Nolan & Morley, 2014), demonstrating reliance on their knowledge, skills, judgments or actions (Gillespie, 2003).

It also revealed that biases and preconceived notions of culture are often confirmed and felt by the expatriate individual. There is also an expectation that the host school will provide cross-cultural adjustment training. While such training is a common feature of assignment packages for local academics, it is often ignored for self-initiated academic expatriates. In this context of trust, employers have higher expectations of self-initiated academic expatriates in terms of their CQ. Trust can be developed and reinforced with practical cross-cultural training and identifying expatriates with high CQ (Bonache, Langinier & Zárraga-Oberty, 2016).

Put differently; if self-initiated academic expatriates that work in Malaysia may perceive that the organization (or universities) in which they work may not be fair to them in terms of policies, overall treatment and outcomes regarding themselves and colleagues, then they are more likely to have less trust in the organization and are more likely to perceive that because they don't have support from the organization in which they work, which can lead to decrease in work performance. Positive

perceptions of organizational trust often boost the assurance levels of self-initiated academic expatriates that they will not be mistreated (i.e., not treated in an unfair manner) or taken advantage of by the organization. According to Halim, Bakar and Mohamad (2014), who did studies on self-initiated expatriates in Malaysia, the need for acceptance and positive affirmation of self-worth is vital for a person beyond financial benefits because it fulfills an emotional need. Research has shown that some of the socio-emotional needs that support organizational trust are related to approval, esteem, emotional support and affiliation (Merolla, 2017). Relationships are important within an organization because they do not only help in meeting the emotional needs of the employees but are critical for promoting the robust trust-based relationship between individuals themselves as well as between individuals and the institution (Mulyadi, Rahardjo & Basuki, 2016).

Consistent with previous research, this research found that overall organizational trust had a negative relationship with work performance (Selmer & Luring, 2012; Komarraju & Dial, 2014). Naturally, as self-initiated academic expatriates' perceptions of overall organizational trust increase, so does their work performance increase. This finding suggests that the higher the level of trust perceived by the self-initiated academic expatriates in his/her organization, the more likely they will hold the view that the organization values his/her work and cares about him/her and is also more likely to increase work performance levels which is not the case in this

scenario. These findings suggest that when self-initiated academic expatriates experienced a reduction in the level of trust, then they feel mistreated in the form of unfair organizational practices. These experiences can create negative emotions, such as anger, which may result in retaliatory acts directed toward the organization.

Furthermore, these negative experiences may result in decreasing their daily activities, being punctual, conducting research and adequate student supervision. Overall, findings indicated that enhancing the perception of overall organizational trust among the academics may be vital to reducing counterproductive behaviors against the organization. Previous research has demonstrated that self-initiated academic expatriates, as a whole, are not content with many facet-specific characteristics of the job (Suutari & Brewster, 2000; Mohd, Yusof & Umar, 2014; Shaari, Rahman & Rajab, 2014; Andresen, Biemann & Pattie, 2015; Vaiman, Haslberger & Vance, 2015). Some of their primary concerns revolve around the promotion systems, support from Heads of Departments, complaint processes, and the Department of Administration (Myers & Pringle, 2005; Erten & Burden, 2014). Although there are varying reasons that may account for self-initiated academic expatriates 'discontentment with their institution, lack of trust continues to be at the core of many of these grievances. Perceptions of lack of trust manifest in the form of stress and strain, low commitment, and decreased work performance (Nawi, 2009; San, Roslan & Sabouripour, 2016).

Furthermore, increased trust is relevant for all academic institution's administrators because issues on trust have been shown to influence the work performance levels of academics (Galla *et al.*, 2014). However, inconsistent with previous studies, this research did not find a significant relationship between trust and work performance. Similarly, results indicated that trust in one's co-workers is also of great importance to an employee's work performance. Since the building of trust among team members can enhance a team's working efficiency, we, therefore, need to set up effective rewards and distribution mechanisms, to avoid harmful suspicion and hostility among team members, and to improve the trust level in a team which all these will lead to a significant improvement in the competitiveness of an organization. These results are consistent with the study of Areepattamannil (2013) and Gogol, Brunner, Preckel, Goetz and Martin (2016).

Lack of organizational trust means the lack of opinion of employees in organization due to some reasons as fear of punishment and rewards for ideas and lack of belief of superiors in employees or fear of endangering the job situation. The lack of organizational trust is a dangerous phenomenon as a barrier to innovation, organizational changes, continuous improvement, suitable feedbacks, organizational knowledge management, improvement of organizational errors, internal satisfaction of employees and correct decisions of employees and causes that organization gets used to present methods and be stagnated.

Hypothesis H₁₀ stated that CQ moderates the relationship between organizational trust and OCB. The findings provide support for Hypothesis 10 in the study. Likewise, the result provides support for the view that effective relationships and attitudes developed by the staff in the presence of organizational trust, which is an essential component of a healthy work environment, have several favorable outcomes within the institution. Employees demonstrate more cooperative, helpful, and tolerant behaviors and thus reach their goals more effectively when they trust in their co-workers, managers, and institutions. The results of the present research showed that self-initiated academic expatriates had a higher than of trust in their superiors and co-workers and that they trusted more in their superiors and co-workers than in their institutions.

Previous studies investigating nurses' levels of organizational trust have similarly reported that nurses had confidence in their superiors. A study by Halim *et al.* (2014) on self-initiated academic expatriates' levels of trust in their superiors demonstrated that self-initiated academic expatriates' levels of trust in their superiors were above the average level. Ozer (2007) similarly reported that 64.5% of the self-initiated academic expatriates had superiors who were capable of establishing a sense of trust within the team. These include the facts that the self-initiated academic expatriates in the present study worked within the same environment with their immediate superiors (i.e., Head of Department, Dean) and thus were able to find the opportunity

to get familiar not only with their colleagues but also with their superiors. They also had more in common and shared more experiences in the department, which led to more positive relationships and therefore higher trust in colleagues and their superiors.

The result showed that the management of HEIs in Malaysia did pay attention to cross-cultural implications like high power distance, collectivistic, feminine, high uncertainty avoidance, long-term oriented, and restraint cultures identified in the present study. Although the effects of trust may be more important in some cultures than in others, the consequences are still statistically significant in every culture. Thus, the influence of organizational trust on subordinate task performance and OCB are essential in every culture. These results are consistent with the research which has shown that all cultures agree that some values exist (Kougiannou & Ridgway, 2019), but that the degree to which they influence expatriates' behavior is contingent upon cultural contexts (Miao, Humphrey & Qian, 2018). Thus, when assigning self-initiated academic expatriates to work in other cultures, the management should consider the OCB level in that culture. Because trust is universally valued, organizations should still select self-initiated academic expatriates from different cultures.

The self-initiated academic expatriates most frequently demonstrated OCB which was altruism, sportsmanship, followed by courtesy and civic virtue, and covered by conscientiousness, which include arriving at work on time, not extending break times, participating in inter-organizational meetings, working overtime, as well as self-sacrifice, an integral part of the job definition, at all times during their services, which may all have contributed to these findings. Working as an academic in higher institutions require teamwork that integrates several disciplines. As a result, academics are at the center of this multidisciplinary approach. Therefore, they are indeed expected to demonstrate the OCBs of altruism and courtesy more frequently among their colleagues and student, and this expectation is consistent with the results of their higher level of “trust in co-workers.

Additionally, the result suggests that organizational trust is influenced by the institutions overall policies and procedures. Employees sharing a trusting relationship with their organization to reciprocate OCB directed towards both an individual and the organization contributing to the smooth functioning of the institution. Using meta-analyses, Dirks *et al.* (2001) reported that trust in an organization had a positive relationship with altruism, civic virtue, conscientiousness, courtesy and sportsmanship. Therefore, the results confirmed the past findings and revealed that organizational trust is associated with all the dimensions of OCB. The interesting observation from the results was that the

organizational trust provides greater variance in behavior directed towards the organization, such as civic virtue, when compared to extra-role behavior directed towards individuals, such as altruism, courtesy and conscientiousness.

With the present findings, the role of trust, such as trust in supervisors and trust in colleagues, as well as other factors related to job and OCB, cannot be undermined. The findings of McAllister (1995) indicated that trust in peers was positively related to OCB. Studies have established that employees who trust their managers specifically increase their supervisor-directed OCB (Podsakoff, Mackenzie, Moorman & Fetter, 1990; Aryee, Budhwar & Chen, 2002). In the recent findings of Singh and Srivastava (2016), it was revealed that trust in colleagues was instrumental in predicting extra-role behavior directed towards an individual, and trust in supervisor explained OCB directed towards both an individual and the organization. Therefore, it can be concluded that though organizational trust does have an impact on various dimensions of OCB, the presence of other factors, such as trust in colleagues and supervisor, would complement each other and add to the stronger predictability of OCB directed towards both an individual and the organization.

The present study had also provided empirical evidence on the significant role of CQ as a moderator on the relationship between organizational trust, intention to remain, and OCB. While most previous studies (Lin & Hsiao, 2014; Nasra & Heilbrunn,

2015; Nohe & Michaelis, 2016; Tabak & Hendy, 2016; Abubakar, Ilkan, Meshall Al-Tal & Eluwole, 2017) have mainly focused on investigating the direct linkage between organizational trust and intention to remain, work performance and OCB, this study incorporated CQ as a moderator on these relationships for the following reasons.

Firstly, CQ is an important variable in predicting cross-cultural effectiveness, and it is a key tool in measuring the intelligence of self-initiated academic expatriates in public universities in Malaysia in adapting to new cultural situations of their environment. This notion is supported by Bückner, Furrer and Lin (2015) that intelligence should not only be viewed in a limited context and settings but instead should also be apparent at other domains, such as social intelligence.

Secondly, CQ is expected to moderate the relationship between organizational trust and intention to remain, work performance and OCB because individuals with a high level of CQ are not only able to adapt and interact with different cultures, but they are also able to shape their environments to create an atmosphere for new interactions (Jyoti & Kour, 2015). They also tend to have the ability to organize and analyze information, draw implications, and execute appropriate cognitive, emotive, or behavioral actions in response to the culture of the host country they are in. The moderating role of CQ on the effect of organizational trust and intention to

remain, work performance and OCB broaden CQ research. CQ literature has revolved around its predictive role for individual performance among expatriates, including employee satisfaction, communication effectiveness (Bücker *et al.*, 2014) and commitment (Naumann, 1993). As such, CQ research has covered the effects of CQ on employee variables but has not discerned the role of self-initiated academic expatriates' CQ in intensifying the relationship between organizational trust and intention to remain, work performance and OCB.

This research can be deemed among the pioneers to discern CQ as a moderator rather than an antecedent of employee outcomes. In HEIs with high rather than low CQ levels of self-initiated academic expatriates, employees demonstrate a high commitment to working in a foreign environment. Furthermore, the interactions between CQ and organizational trust, intention to remain, work performance and OCB in this research model also indicate the convergence between CQ and organizational trust, intention to remain, work performance and OCB research. Self-initiated academic expatriates' trust that CQ promotes (Gulistan Yunlu & Clapp-Smith, 2014; Gunkel, Schlägel, & Engle, 2014; Huff *et al.*, 2014; Tuleja, 2014; Wood & St. Peters, 2014; Ang, Rockstuhl, & Tan, 2015; Jyoti & Kour, 2015; Andresen & Bergdolt, 2017; Nunes, Felix, & Prates, 2017; Solomon & Steyn, 2017; Michailova, & Ott, 2018) can interact with employee empathy toward

other stakeholders embedded in the work environment (Harris, Harris & Harvey, 2007) in strengthening the effect of organizational trust on proactive impulse to explore the new environment better.

Taken as a whole, this study had added empirical evidence to the body of knowledge in the area of cultural behavior and the research results could be a strong basis for future researches on group factors as well as work attitudes and behaviors like organizational trust, intention to remain, work performance and OCB among self-initiated academic expatriates in public universities in Malaysia.

5.4 Theoretical Implications

The conceptual framework of this study is based on some previous pieces of evidence and theoretical gaps identified in the literature. The present study assessed the effects of organizational trust on self-initiated academic expatriates' effectiveness (intention to remain, work performance and OCB) mediated by psychological capital and moderated by CQ. Based on the research findings and discussion, the current study has made several theoretical contributions to the body of knowledge in expatriation studies.

This study has provided theoretical implications by giving additional empirical evidence in the domain of Social Exchange Theory. The theory posits that employees at most times try to evaluate every social relationship based on the benefits that can be derived from the relationship. The theory also postulates that individuals have to support one another, which promotes and enhances the quality of life. These social ties are important because they provide social support such as advise, companionship and tangible aids. In the past, the focus has been on narrow forms of expatriates studies which provide an incomplete view of employee expatriates at work, given the fact that they represent earlier seminal work (Waqas & Saleem, 2014; Hur, Moon & Jung, 2015). This study has also extended the SET in examining how a broad range of foreigners'/expatriates' behavior relationships are established and developed between individuals in a social and international context. It is imperative because focusing on a narrow form of foreigners'/expatriates' relationships provides an incomplete view of the central premises of those who received valued resources and also tends to provide for another party in exchange relationships.

This study has extended the Social Exchange Theory by assessing organizational trust levels among self-initiated academic expatriates. In the course of testing Social Exchange Theory, the findings reported in this study demonstrated that organizational trust levels of self-initiated academic expatriates predicted intention to remain, work performance as well as OCB of the academics under study, thereby

lending empirical evidence in support of the theory by showing that self-initiated academic expatriates are a very important part of HEIs. They mostly do this by identifying needs and opportunities for the organization, but sometimes these self-initiated academic expatriates face difficulties in their job roles due to problems with adjustment in their new environment (Caliguri, 1997). The theory has further shown that self-initiated academic expatriates can network intensively with new social groups (Au *et al.*, 2002). It demonstrates that when expatriates are transferred for their overseas assignment, they need to deal with a new environment and a foreign culture.

The study has also tested the moderating role of CQ on the relationship between organizational trust and intention to remain, work performance, and OCB. Extant empirical studies regarding the relationship between organizational trust and intention to remain, work performance and OCB reported inconsistent findings (Chang, Chi & Miao, 2007; Miner-Rubino & Reed, 2010; Abubakar, Chauhan & Kura, 2014; Jiang & Probst, 2015; Liang, Choi & Joppe, 2018). Hence, this strongly suggested the need for introducing a moderating variable on these relationships. According to Baron *et al.* (1986), “moderator variables are typically introduced when there is an unexpectedly weak or inconsistent relation between a predictor and a criterion variable.”

This study has attended the gap by introducing CQ as a moderating variable to enhance the understanding of the influence of organizational trust on the intention to remain, work performance and OCB among self-initiated academic expatriates in public universities in Malaysia. In testing the Social Exchange Theory, the research results reported that organizational trust has a significant influence on the intention to remain, work performance and OCB of self-initiated academic expatriates, therefore lending crucial empirical support in favor of the theory. Based on the results, it can be concluded that organizational trust played a significant role in explaining self-initiated academic expatriates in public universities in Malaysia.

CQ alludes to an individual's competence to interact optimally in cultural diversity settings (Ang & Van Dyne, 2008; Adair, Hideg & Spence, 2013). Self-initiated academic expatriates' CQ reflects their ability to adapt to another culture (Johnson, Lenartowicz & Apud, 2006) and engender the congruence between values of their home country and the benefits of its local individuals for augmented understanding, interaction, trust and collaboration (Schwartz, 2011). Such a value congruence that self-initiated academic expatriates' CQ cultivates (Lamb & Sutherland, 2010) and navigates employees who are working in foreign HEIs and therefore closer to blending and accepting of the host community's cultures, thereby proactively acquiring the capacity and capability to survive well.

Earley and Mosakowski (2004) also view CQ cultivation as a panacea for fruitful interrelationship in the workplace. CQ also promotes the intention to remain (Naumann, 1993) and OCB (Rockstuhl & Ng, 2008). In a tertiary institution of higher learning with self-initiated academic expatriates high in CQ, the relationships between employees and their organization reach high levels, giving rise to employees' strong impulse to proactively build the pool of knowledge. After testing the theory, the findings showed that CQ moderated the relationship between organizational trust and intention to remain as well as OCB, but on the contrary, it did not moderate the relationship between organizational trust and work performance.

5.5 Practical Implications

Based on the research findings, the study has contributed several practical implications in terms of self-initiated academic expatriates' practice in the context of Malaysian public universities.

This study has important implications for self-initiated academic expatriates in multicultural workplaces, like institutions of higher learning involving migrant workers. First, the finding that CQ promotes migrant workers' positive outcomes (e.g., intention to remain, work performance and OCB) in multicultural settings suggests that employers should value the benefits that migrants' CQ and

psychological capital may bring to the organization or workgroup. In agreement with past research, which points out that employers themselves should improve their CQ to effectively manage multicultural groups (e.g., Rockstuhl, Seiler, Ang, Van Dyne & Annen, 2011; McComas, 2014), our study implies that it is also important to develop the CQ of the general staff, particularly that of professionals. Prior studies generally agree that cross-cultural training has positive impacts on the job performance of internationally mobile workers (Caligiuri, Phillips, Lazarova, Tarique & Burgi, 2001; Tungli & Peiperl, 2009) and that the inclusion of CQ and psychological capital can make them more relevant, comprehensive and effective (MacNab, Brislin, & Worthley, 2012). These research findings provide useful guidelines for university managements seeking to encourage self-initiated academic expatriates to express constructive suggestions.

As a practical implication, to enhance psychological capital and trust; effective leaders or managers need to find ways to increase individual performance such as sharing information, involving employees in the decision-making process, and in general be ethical, open, and truthful in their dealings with his or her employees, which in turn lead to effectiveness. University management should implement proactive human resource development strategies focused on improving self-initiated academic expatriates' overall psychological capital because these strategies may raise their attitudes of organizational trust and OCB. Especially, psychological

capital that provides organizations sustainable and competitive advantage should be developed through training intervention programs such as web-based training interventions, seminars. Similarly, recruiting employees with high psychological capital is another option. Since their profession involves communicating directly with students and other members of the academic community, they tend to have access to the corporate culture, structure of the organization, and general business conduct. If organizations hire the right person (high psychological capital) for the right job, they will be perceived as positive by those who provide services. In this context, the measurement of psychological capital should be integrated into the recruitment process to gain a competitive advantage.

Thus, university management should not only extend adequate support to their self-initiated academic expatriates but also enrich their psychological capital. Being a state-like concept, psychological capital is malleable, that is, open to change and improvement. A recent empirical study by Dello Russo and Stoykova (2015) showed that psychological capital could be improved with certain specific training interventions (termed as ‘psychological capital intervention’ or PCI). PCI included a series of exercises and group discussions that were designed to impact the participants’ level of efficacy, hope, optimism and resilience. Hence, organizations can be benefited by conducting such training programs to protect and nurture their human capital which can lead to overall organizational effectiveness.

Within a culturally heterogeneous group, high CQ can increase mutual understanding and exchange among employees, as well as between the employee and the employers, which is likely to result in a climate endorsing the celebration of cultural differences (Earley & Peterson, 2004). This might be true even when individuals are from the same cultural background and work in a multicultural setting. The study matters in developing quality interpersonal relationships among individuals, because it affects almost all employees, among whom the shared celebration of diversity spills over to shape their perceptual, attitudinal, and behavioral reactions (Chen, Liu & Portnoy, 2011).

Secondly, the results suggest that the usefulness in supporting the strategic decision to retain critical employees, in addition to intensifying internationalization measures among public HEIs in Malaysia. The findings of this study further suggest the importance of trust, recognition, and job growth opportunities in increasing the number of foreign academic staff and reducing the intention to leave among the self-initiated academic expatriates within the public HEIs in Malaysia. It is to confirm that organizations do need expatriate employees for internationalization and reputational strategies. Recruiting more self-initiated academic expatriates is seen as a catalyst for higher learning institutions to expand nationally, regionally and globally.

Thirdly, the findings also suggest that organizational trust as a variable is related to effectiveness variables like the intention to remain, work performance and OCB in the entire sample. Therefore, the management of public universities in Malaysia could minimize the chances of self-initiated academic expatriates from becoming deviants or committing to intention to leave their jobs in foreign countries like Malaysia. It is interesting to note that the cost of hiring self-initiated academic expatriates is much cheaper and therefore, the Malaysian government may need to increase the budget allocation in the short, medium- and long-term basis for hiring more self-initiated academic expatriates as against the previous situation occasioned by government cuts in spending.

Possibly, the university establishment might try to minimize the tendency of foreign self-initiated academic expatriates from becoming discouraged in working in Malaysia by ensuring that favorable conditions that could lead to boosting of interest and greater intention to remain significantly increased. For example, Malaysian public universities authorities can establish a form of peer mentoring committee among the foreign expatriate academics with the view of increasing discussions through platforms like symposiums, departmental and faculty meetings on the needs, wants and aspirations of self-initiated academic expatriates.

Finally, as stated during the onset of this research, the issue of hiring and absorbing self-initiated academic expatriates is fast becoming an indispensable phenomenon among public universities in Malaysia because of its relevance and significance in consideration of accreditation, ranking and reputation basis.

5.6 Limitations and Future Research Directions

Considering the fact that this study has provided empirical support for several hypothesized relationships between the exogenous and endogenous variables, and the resulting findings have to be interpreted within the context of this study's limitations. Firstly, the present study introduced and absorbs a cross-sectional design using a survey approach through which the respondent's view was taken at one specific period and did not allow causal inferences to be made from the population (Sekaran & Bougie, 2013). Therefore, subsequent future studies may need to consider longitudinal design in other future studies in order to confirm the result of this study.

The findings suggest a number of important considerations. Findings support the continuing need for elevated salaries as salaries are seen as the strongest motivation to stay on one hand and have a major negative impact on the decision to stay where salaries are perceived as too low. Although the salary implications will perhaps be severe for administrators and requisite funding bodies to maintain, it still appears that this is a crucial aspect of retaining members of the professoriate given the current

academic environment. It may be however, that by addressing the essential other emergent issues of voice in decision-making and tenure, the pre-eminence of salary will be minimized in the eyes of faculty.

Secondly, another limitation of this study is that the survey has deleted more than 50% of items simply because their loadings were discovered to be below the required threshold of 0.40. Therefore, concerning the model for this study, only 57 items were retained since they are confirmed to have the loadings of between 0.566 and 0.870. Other studies should at least conform to the threshold of not deleting more than 20% of items of the study.

Thirdly, this study has adopted a quantitative method and have made use of questionnaires as the instrument used for data collection. Most respondents may not have provided correct answers for questions in the proper manner. Consequently, the responses received may not reflect accurately and the most consistent measures of the variables under study. Future studies should adopt both qualitative and quantitative approaches to conducting thorough researches on self-initiated academic expatriates in Malaysia.

Fourthly, the present study offers quite limited generalization solely because it focused exclusively on public universities in Malaysia alone. There is a need to

extend the study to both public and private universities in order to generalize the findings. Nevertheless, studies have shown that self-initiated academic expatriates face many barriers and obstacles that limit their opportunities for integration in their host organizations and societies. Among the most commonly cited, we find the immigration policies of states, particularly regarding visas and work permits, recognition or not of qualifications and professional experience, barriers related to language proficiency and communication codes and, more insidiously, discrimination and stereotypes of all kinds. These difficulties are also exacerbated when it comes to women, who nowadays make up one out of two self-initiated expatriates. The university management's first responsibility is to recognize these obstacles and then help self-initiated academic expatriates to find a way round or overcome them to facilitate a conducive working environment.

Fifth, the research model for this research is only able to explain 19% of the total variance for intention to remain, which means there are other latent variables that could explain significantly intention to remain. In other words, the remaining 81% of the variance for intention to remain could be explained by other factors. Therefore, future research is required to be conducted in order to check out for the possibility of other factors that could increase the intention to remain of self-initiated academic expatriates. Sixth, researchers may further like to assess cross-level variation in the present context. The temporal effect was not reckoned in the current work, and

hence, longitudinal studies are suggested for a definitive assessment of causality. Another issue is related to the generalizability of findings as the data were collected from a single service-based organization. Therefore, it is desirable that the proposed relationship be tested in other types of organizations. Another interesting domain would be to test moderation effect by individual dimensions of psychological capital on proposed relationships from time to time, so that prevention strategy can be put in place before detrimental effects to organizations as resulted. The impact of other contextual variables on the hypothesized relationships can be examined. The type of industry (manufacturing or service-based), type of ownership (private, public or family-owned), type of job (repetitive or non-repetitive) and degree of centralization could be some of these variables, and these studies may generate rich insight.

Seventh, there is a need to study the human resources departments that employ self-initiated academic expatriates to find out how they are meeting the needs of the self-initiated academic expatriates. Another avenue to be further studied is, the experience of the self-initiated academic expatriates who move from developed countries to developing countries. Another strategy of government to retain self-initiated academic expatriates in the face of budget cuts would be to pay particular attention to the social exchange relationships between expatriate supervisors and their expatriates prior to, during, and after their international duties. This would help

them to identify the real exchange of rewards, the expression of their reciprocal trust and the basis of their employees' psychological contract.

5.7 Conclusions

When considered together, the present study has thus provided additional evidence to the growing body of knowledge concerning the effects of organizational trust on self-initiated academic expatriates' effectiveness (intention to remain, work performance, and OCB), mediated by psychological capital and moderated by CQ. The results that emerged from the study lend support to the key theoretical proportions. In addition to that, the present study has successfully answered all the research questions and objectives despite some of its limitations. While there might have been some previous studies that examined the underlying issues among self-initiated academic expatriates in Malaysian public universities, however, the present study has addressed the theoretical gap by absorbing psychological capital as a mediating variable and CQ as a moderator.

Organizational trust is very crucial in shaping the trust level as well as enhance the mental disposition of self-initiated academic expatriates in Malaysia. It goes further to reflect on the friendship bond and support that the academic expatriate staffs enjoy from their employers who give them a sense of belonging as respected members of the academic community in Malaysia which lead them to reciprocate with having to

intent to remain serving in the current public universities they are working, boost their work performance and encourage them to display extra role-behavior so-called “organizational citizenship behavior.” Psychological capital is expected to mediate the relationship between organizational trust, intention to remain, work performance and OCB because individuals with a high level of psychological capital are not only able to adapt and interact with different cultures but also able to shape their environments in order to create an environment for new interactions. CQ is an essential variable in predicting cross-cultural effectiveness and it is a key tool in measuring the intelligence of self-initiated academic expatriates in public universities in Malaysia in adapting to new cultural situations of their environment.

In addition to the theoretical contributions, the results from this study provided some crucial practical implications to universities and educational policymakers. Furthermore, on some of the limitations of the current study, several future research directions were drawn. In conclusion, the present study has added valuable theoretical, practical, and methodological ramifications to the growing body of knowledge in the field of cross-cultural management and human resource management.

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Appendix A

Research Questionnaire



Dear Sir/Madam,

My name is Asniza binti Yusuf, a Doctorate Degree student in Management at Othman Yeop Abdullah (OYA) Graduate School of Business, Universiti Utara Malaysia. I am conducting a study which entitled: **Impact of trust, psychological capital and cultural intelligence on self-initiated academic expatriates' effectiveness.**

The following survey has been developed to collect data required for the completion of this research project. Your participation is voluntary and you will remain completely anonymous. The information you provide will be used for academic research purposes only and will be kept strictly confidential. Your willingness to complete the survey is greatly appreciated.

For your information, this questionnaire comprises of 7 sections. Section A (Personal Information), Section B (Intention to Remain), Section C (Work Performance), Section D (Organizational Citizenship Behaviour), Section E (Organizational Trust), Section F (Psychological Capital), Section G (Cultural Intelligence),

If you have any clarification, please do not hesitate to contact me:

Asniza binti Yusuf
Othman Yeop Abdullah Graduates School of Business
Universiti Utara Malaysia
Mobile: 012-742 1309
Email: asniza_yusuf@yahoo.com

SECTION A: PERSONAL INFORMATION

Instruction: The following items are related to personal information. Kindly **TICK (/)** or **WRITE** whichever appropriate. Your cooperation in providing the correct answers is greatly appreciated. Your personal information will be kept confidential.

1) Gender	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
2) Age	< 30	<input type="checkbox"/>
	30 - 39	<input type="checkbox"/>
	40 - 49	<input type="checkbox"/>
	50 - 59	<input type="checkbox"/>
	> 59	<input type="checkbox"/>
3) Highest education	Degree	<input type="checkbox"/>
	Master	<input type="checkbox"/>
	PhD/DBA	<input type="checkbox"/>
	Others (please state)	

4) Marital status	Single	<input type="checkbox"/>
	Married	<input type="checkbox"/>
	Divorced	<input type="checkbox"/>
5) Country of origin (please state)	_____	

6) Continent of Origin	Asia	<input type="text"/>
	Europe	<input type="text"/>
	Africa	<input type="text"/>
	Australia	<input type="text"/>
	North America	<input type="text"/>
	South America	<input type="text"/>

7) Position	Adjunct Professor	<input type="text"/>
	Professor	<input type="text"/>
	Associate Professor	<input type="text"/>
	Senior Lecturer	<input type="text"/>
	Others	<input type="text"/>

8) Prior overseas experience	Yes	<input type="text"/>
	No	<input type="text"/>

If "Yes", how many years?	0 - 5 years	<input type="text"/>
	6 - 10 years	<input type="text"/>
	11 - 15 years	<input type="text"/>
	16 - 20 years	<input type="text"/>
	25 -30 years	<input type="text"/>
	> 30 years	<input type="text"/>

9) Is your stay accompanied by your family or spouse?	Yes	<input type="text"/>
	No	<input type="text"/>

10) Tenure in Malaysia

- < 1 year
- 1 - 3 years
- 4 - 6 years
- 7 - 9 years
- > 9 years

11) Indicate your local language proficiency (Malay language).

- 1- Poor
- 2- Fair
- 3- Good
- 4- Very Good
- 5- Excellent



UUM
Universiti Utara Malaysia

SECTION B: INTENTION TO REMAIN

Instruction: The following items are related to intention to remain. Please indicate your degree of agreement by selecting one of five response categories indicated in the scale of 1 to 5 (1 = Definitely No; 5 = Definitely Yes). Please **CIRCLE** the number that best suits your conditions.

1	2	3	4	5
Definitely No	No	Undecided	Yes	Definitely Yes

1. Would you like to terminate this employment earlier?	1	2	3	4	5
2. Do you hope that you will be asked to prematurely terminate your employment?	1	2	3	4	5
3. If this employment had no impact on your career, would you terminate the employment now?	1	2	3	4	5
4. Would you have accepted this employment if you knew what you were getting yourself into?	1	2	3	4	5

SECTION C: WORK PERFORMANCE

Instruction: The following items are related to work performance. Compare your performance with others in the department and rate yourself by selecting one of seven response categories indicated in the scale of 1 to 7 (1 = Far Below; 7 = Far Above). Please **CIRCLE** the number that best suits your performance.

1	2	3	4	5	6	7
Far Below	Moderately Below	Slightly Below	Met Expectations	Slightly Above	Moderately Above	Far Above

1. Your overall performance?	1	2	3	4	5	6	7
2. Your ability to get along with others?	1	2	3	4	5	6	7
3. Your ability to get required tasks completed on time?	1	2	3	4	5	6	7
4. The quality of your performance?	1	2	3	4	5	6	7

SECTION D: ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Instruction: The following items are related to organizational citizenship behavior. Please indicate your degree of agreement by selecting one of five response categories indicated in the scale of 1 to 5 (1 = Strongly Disagree; 5 = Strongly Agree). Please **CIRCLE** the number that best suits your conditions.

	1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	
1. My attendance at work is above the norms.	1	2	3	4	5
2. I give advance notice when unable to come to work.	1	2	3	4	5
3. I take undeserved work breaks.	1	2	3	4	5
4. I spend a great deal of time with personal phone conversations at work.	1	2	3	4	5
5. I complain about insignificant things at work.	1	2	3	4	5
6. I conserve and protect university property.	1	2	3	4	5
7. I adhere to informal rules devised to maintain order.	1	2	3	4	5
8. I help others who have been absent.	1	2	3	4	5
9. I help others who have heavy workloads.	1	2	3	4	5
10. I assist my superior with his/her work (when not asked).	1	2	3	4	5
11. I take time to listen to my colleagues' problems and worries.	1	2	3	4	5
12. I go out of my way to help new colleagues.	1	2	3	4	5
13. I take personal interest in other colleagues.	1	2	3	4	5
14. I pass along information to colleagues.	1	2	3	4	5

SECTION E: ORGANIZATIONAL TRUST

Instruction: The following items are related to organizational trust. Please indicate your degree of agreement by selecting one of seven response categories indicated in the scale of 1 to 7 (1 = Strongly Disagree; 7 = Strongly Agree). Please **CIRCLE** the number that best suits your conditions.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree

1. I feel very confident about the ability of this university.	1	2	3	4	5	6	7
2. This university has the ability to accomplish what it says it will do.	1	2	3	4	5	6	7
3. This university is known to be successful at the things it tries to do.	1	2	3	4	5	6	7
4. This university treats people like me fairly and justly.	1	2	3	4	5	6	7
5. This university can be relied on to keep its promises.	1	2	3	4	5	6	7
6. Sound principles seem to guide the behavior of this university.	1	2	3	4	5	6	7
7. This university does not mislead people like me.	1	2	3	4	5	6	7
8. Whenever this university makes a decision, I know it will be concerned about people like me.	1	2	3	4	5	6	7
9. I believe this university takes the opinions of people like me into account when making decisions.	1	2	3	4	5	6	7
10. This university is interested in the well-	1	2	3	4	5	6	7

being of people like me, not just itself.							
11. This university really cares about my well-being.	1	2	3	4	5	6	7
12. This university strongly considers my goals and values.	1	2	3	4	5	6	7
13. Help is available from this university when I have a problem.	1	2	3	4	5	6	7
14. This university would forgive an honest mistake on my part.	1	2	3	4	5	6	7
15. If given the opportunity, this university would take advantage of me.	1	2	3	4	5	6	7
16. This university shows very little concern for me.	1	2	3	4	5	6	7
17. This university is willing to help me if I need a special favor.	1	2	3	4	5	6	7
18. Overall, I am treated fairly by this university.	1	2	3	4	5	6	7
19. In general, I can count on this university to be fair.	1	2	3	4	5	6	7
20. In general, the treatment I receive around here is fair.	1	2	3	4	5	6	7
21. Usually, the way things work in this university are not fair.	1	2	3	4	5	6	7
22. For the most part, this university treats its employees fairly.	1	2	3	4	5	6	7
23. Most of the people who work here would say they are often treated unfairly.	1	2	3	4	5	6	7

SECTION F: PSYCHOLOGICAL CAPITAL

Instruction: The following items are related to positive psychological capital. Please indicate your degree of agreement by selecting one of six response categories indicated in the scale of 1 to 6 (1 = Strongly Disagree; 6 = Strongly Agree). Please **CIRCLE** the number that best suits your conditions.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

1. I feel confident analyzing a long term problem to find a solution.	1	2	3	4	5	6
2. I feel confident in representing my work area in meeting with management.	1	2	3	4	5	6
3. I feel confident contributing to discussions about the university's strategy.	1	2	3	4	5	6
4. I feel confident helping to set targets/goals in my work area.	1	2	3	4	5	6
5. I feel confident contacting people outside the university to discuss problems.	1	2	3	4	5	6
6. I feel confident presenting information to a group of colleagues.	1	2	3	4	5	6
7. If I should find myself in a jam at work, I could think of many ways to get out of it.	1	2	3	4	5	6
8. At the present time, I am energetically pursuing my work goals.	1	2	3	4	5	6
9. There are lots of ways around any problem.	1	2	3	4	5	6
10. Right now I see myself as being pretty successful at work.	1	2	3	4	5	6

11. I can think of many ways to reach my current work goals.	1	2	3	4	5	6
12. At this time, I am meeting the work goals that I have set for myself.	1	2	3	4	5	6
13. When I have a setback at work, I have trouble recovering from it, moving on.	1	2	3	4	5	6
14. I usually manage difficulties one way or another at work.	1	2	3	4	5	6
15. I can be “on my own”, so to speak, at work if I have to.	1	2	3	4	5	6
16. I usually take stressful things at work in stride.	1	2	3	4	5	6
17. I can get through difficult times at work because I have experienced difficulty before.	1	2	3	4	5	6
18. I feel I can handle many things at a time at this job.	1	2	3	4	5	6
19. When things are uncertain for me at work, I usually expect the best.	1	2	3	4	5	6
20. If something can go wrong for me work-wise, it will.	1	2	3	4	5	6
21. I always look on the bright side of things regarding my job.	1	2	3	4	5	6
22. I’m optimistic about what will happen to me in the future as it pertains to work.	1	2	3	4	5	6
23. In this job, things never work out the way I want them to.	1	2	3	4	5	6
24. I approach this job as if “every cloud has a silver lining”.	1	2	3	4	5	6

SECTION G: CULTURAL INTELLIGENCE

Instruction: The following items are related to cultural intelligence. Please indicate your degree of agreement by selecting one of seven response categories indicated in the scale of 1 to 7 (1 = Strongly Disagree; 7 = Strongly Agree). Please **CIRCLE** the number that best suits your conditions.

	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Agree Nor Disagree	5 Somewhat Agree	6 Agree	7 Strongly Agree
1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	1	2	3	4	5	6	7
2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5	6	7
3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5	6	7
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5	6	7
5. I know the legal and economic systems of other cultures.	1	2	3	4	5	6	7
6. I know the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5	6	7
7. I know the cultural values and religious beliefs of other cultures.	1	2	3	4	5	6	7
8. I know the marriage systems of other cultures.	1	2	3	4	5	6	7
9. I know the arts and crafts of other cultures.	1	2	3	4	5	6	7
10. I know the rules for expressing non-verbal behaviors in other cultures.	1	2	3	4	5	6	7

11. I enjoy interacting with people from different cultures.	1	2	3	4	5	6	7
12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.	1	2	3	4	5	6	7
13. I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5	6	7
14. I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5	6	7
15. I am confident that I can get accustomed to the shopping conditions in a different culture.	1	2	3	4	5	6	7
16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5	6	7
17. I use pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5	6	7
18. I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5	6	7
19. I change my non-verbal behavior when a cross-cultural situation requires it.	1	2	3	4	5	6	7
20. I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5	6	7

Appendix B

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.411	19.563	19.563	17.411	19.563	19.563
2	8.336	9.366	28.929	8.336	9.366	28.929
3	5.514	6.196	35.125	5.514	6.196	35.125
4	5.223	5.868	40.993	5.223	5.868	40.993
5	4.455	5.006	46.000	4.455	5.006	46.000
6	3.816	4.288	50.288	3.816	4.288	50.288
7	3.669	4.122	54.410	3.669	4.122	54.410
8	2.902	3.261	57.670	2.902	3.261	57.670
9	2.357	2.649	60.319	2.357	2.649	60.319
10	2.232	2.508	62.827	2.232	2.508	62.827
11	1.848	2.076	64.903	1.848	2.076	64.903
12	1.798	2.020	66.924	1.798	2.020	66.924
13	1.651	1.855	68.779	1.651	1.855	68.779
14	1.554	1.746	70.526	1.554	1.746	70.526
15	1.452	1.631	72.157	1.452	1.631	72.157
16	1.274	1.432	73.589	1.274	1.432	73.589
17	1.223	1.375	74.963	1.223	1.375	74.963
18	1.178	1.324	76.287	1.178	1.324	76.287
19	1.131	1.271	77.558	1.131	1.271	77.558
20	1.025	1.151	78.709	1.025	1.151	78.709
21	.963	1.082	79.791			
22	.954	1.072	80.863			
23	.872	.979	81.843			
24	.850	.955	82.798			
25	.824	.926	83.723			
26	.787	.884	84.607			
27	.733	.824	85.431			
28	.693	.778	86.210			
29	.655	.736	86.946			

30	.630	.708	87.654
31	.564	.633	88.287
32	.555	.624	88.911
33	.549	.616	89.527
34	.511	.574	90.101
35	.485	.545	90.645
36	.466	.524	91.169
37	.456	.512	91.681
38	.440	.494	92.175
39	.422	.475	92.650
40	.388	.436	93.086
41	.363	.408	93.494
42	.336	.377	93.871
43	.320	.360	94.231
44	.313	.352	94.583
45	.304	.341	94.924
46	.282	.317	95.241
47	.268	.301	95.542
48	.260	.293	95.835
49	.244	.274	96.109
50	.227	.255	96.363
51	.214	.241	96.604
52	.206	.231	96.836
53	.198	.222	97.058
54	.188	.211	97.269
55	.174	.195	97.464
56	.166	.186	97.650
57	.160	.180	97.830
58	.151	.170	98.000
59	.142	.159	98.160
60	.138	.156	98.315
61	.130	.146	98.461
62	.121	.135	98.597
63	.110	.124	98.720
64	.106	.119	98.840
65	.099	.111	98.951

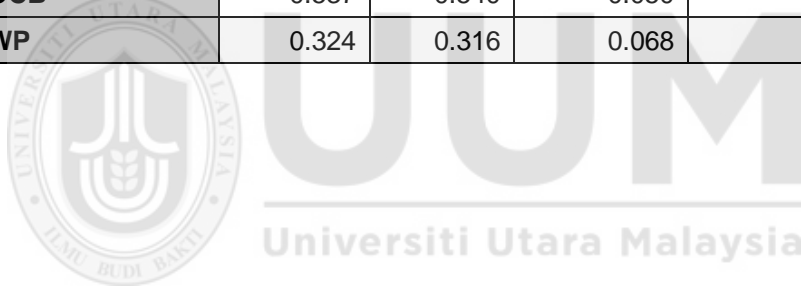
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67	.082	.092	99.146		
68	.080	.089	99.235		
69	.074	.083	99.318		
70	.067	.075	99.393		
71	.061	.068	99.461		
72	.053	.059	99.520		
73	.050	.056	99.577		
74	.049	.055	99.631		
75	.043	.048	99.679		
76	.039	.044	99.724		
77	.035	.039	99.763		
78	.032	.036	99.799		
79	.029	.032	99.831		
80	.025	.028	99.860		
81	.023	.026	99.886		
82	.019	.022	99.907		
83	.017	.019	99.926		
84	.016	.019	99.945		
85	.015	.017	99.961		
86	.011	.013	99.974		
87	.010	.011	99.985		
88	.007	.008	99.994		
89	.006	.006	100.000		

Extraction Method: Principal Component Analysis.

Appendix C

Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
CQ -> ITR	0.036	0.036	0.096	0.371	0.355
CQ -> OCB	0.259	0.262	0.054	4.798	0.000
CQ -> WP	0.141	0.146	0.066	2.133	0.017
OT -> ITR	0.239	0.249	0.069	3.485	0.000
OT -> OCB	-0.198	-0.198	0.057	3.491	0.000
OT -> PS	0.390	0.399	0.062	6.329	0.000
OT -> WP	0.147	0.153	0.072	2.054	0.020
PS -> ITR	0.154	0.151	0.105	1.466	0.072
PS -> OCB	0.537	0.540	0.050	10.738	0.000
PS -> WP	0.324	0.316	0.068	4.741	0.000



Appendix D

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CQ	0.921	0.938	0.930	0.508
ITR	0.670	0.727	0.818	0.602
OCB	0.782	0.799	0.852	0.538
OT	0.902	0.911	0.917	0.503
PS	0.882	0.896	0.906	0.522
WP	0.785	0.806	0.858	0.603

Appendix E

Cross Validated Redundancy and Cross Validated Commonality

	SSO	SSE	Q ² (=1-SSE/SSO)
CQ	3,198.000	3,198.000	
ITR	738.000	694.346	0.059
OCB	1,230.000	952.433	0.226
OT	2,706.000	2,706.000	
PS	2,214.000	2,033.016	0.082
WP	984.000	861.610	0.124

Appendix F

Missing Value

Univariate Statistics

	N	Mean	Std. Deviation	Missing		No. of Extremes ^a	
				Count	Percent	Low	High
OT1	246	5.80	.736	0	.0	2	0
OT2	246	5.74	.851	0	.0	5	0
OT3	246	5.72	.833	0	.0	3	0
OT4	246	5.76	.773	0	.0	4	0
OT5	246	5.67	.752	0	.0	3	0
OT6	246	5.73	.684	0	.0	3	0
OT7	246	5.81	.717	0	.0	0	0
OT8	246	5.24	1.085	0	.0	12	0
OT9	246	4.91	1.134	0	.0	0	0
OT10	246	5.33	.877	0	.0	7	0
OT11	246	5.36	.891	0	.0	9	0
OT12	246	5.33	.948	0	.0	10	0
OT13	246	5.48	1.094	0	.0	7	0
OT14	246	5.25	1.031	0	.0	0	0
OT15	246	4.34	1.702	0	.0	0	0
OT16	246	5.26	1.311	0	.0	27	0
OT17	246	5.15	1.144	0	.0	1	0
OT18	246	5.88	.621	0	.0	.	.
OT19	246	5.80	.707	0	.0	1	0
OT20	246	5.84	.685	0	.0	.	.
OT21	246	5.54	1.217	0	.0	19	0
OT22	246	5.73	.804	0	.0	6	0
OT23	246	4.98	1.355	0	.0	0	0
PS1	246	5.13	.818	0	.0	9	0
PS2	246	5.04	.784	0	.0	5	0
PS3	246	4.92	.746	0	.0	.	.
PS4	246	5.00	.952	0	.0	4	0
PS5	246	4.67	.931	0	.0	5	0
PS6	246	5.04	.763	0	.0	5	0

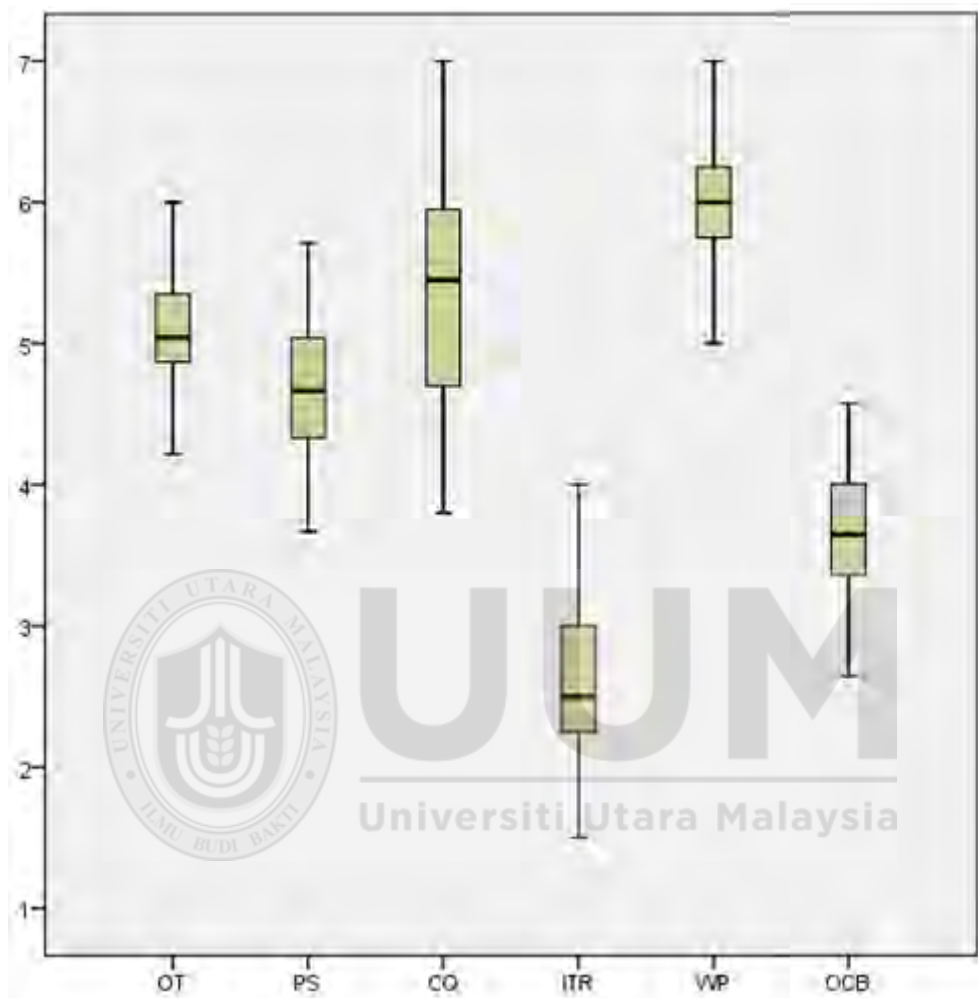
PS7	246	4.65	1.118	0	.0	23	0
PS8	246	5.16	.669	0	.0	5	0
PS9	246	5.17	.706	0	.0	6	0
PS10	246	4.90	.741	0	.0	0	0
PS11	246	5.12	.733	0	.0	10	0
PS12	246	4.94	.676	0	.0	.	.
PS13	246	3.16	1.484	0	.0	0	0
PS14	246	4.52	1.149	0	.0	27	0
PS15	246	4.76	.853	0	.0	0	0
PS16	246	4.04	1.170	0	.0	0	0
PS17	246	4.71	1.159	0	.0	15	0
PS18	246	4.80	.734	0	.0	1	0
PS19	246	4.67	.940	0	.0	9	0
PS20	246	4.36	.954	0	.0	12	0
PS21	246	5.21	.709	0	.0	7	0
PS22	246	5.11	.833	0	.0	11	0
PS23	246	3.31	1.521	0	.0	0	0
PS24	246	4.15	1.241	0	.0	0	0
CQ1	246	6.24	.883	0	.0	7	0
CQ2	246	6.03	.795	0	.0	12	0
CQ3	246	5.87	.974	0	.0	1	0
CQ4	246	5.72	1.029	0	.0	1	0
CQ5	246	5.32	1.131	0	.0	9	0
CQ6	246	4.76	1.381	0	.0	0	0
CQ7	246	5.57	1.179	0	.0	23	0
CQ8	246	5.05	1.324	0	.0	3	0
CQ9	246	4.97	1.331	0	.0	2	0
CQ10	246	4.92	1.332	0	.0	0	0
CQ11	246	6.15	.879	0	.0	9	0
CQ12	246	6.03	.989	0	.0	17	0
CQ13	246	5.87	.748	0	.0	2	0
CQ14	246	5.67	1.043	0	.0	3	0
CQ15	246	5.78	.880	0	.0	2	0
CQ16	246	4.80	1.531	0	.0	6	0
CQ17	246	4.91	1.319	0	.0	1	0
CQ18	246	4.89	1.439	0	.0	5	0

CQ19	246	4.96	1.469	0	.0	2	0
CQ20	246	4.82	1.446	0	.0	2	0
ITR1	246	4.06	.783	0	.0	6	0
ITR2	246	4.09	.759	0	.0	3	0
ITR3	246	3.06	1.163	0	.0	0	0
ITR4	246	2.15	.740	0	.0	.	.
WP1	246	6.01	.700	0	.0	.	.
WP2	246	5.90	.847	0	.0	4	0
WP3	246	6.13	.599	0	.0	0	0
WP4	246	6.09	.553	0	.0	.	.
OCB1	246	4.47	.668	0	.0	3	0
OCB2	246	4.59	.547	0	.0	1	0
OCB3	246	2.24	1.244	0	.0	0	0
OCB4	246	1.85	1.058	0	.0	0	30
OCB5	246	2.36	1.313	0	.0	0	0
OCB6	246	4.64	.497	0	.0	0	0
OCB7	246	4.28	.670	0	.0	2	0
OCB8	246	3.72	.916	0	.0	8	0
OCB9	246	3.99	.840	0	.0	0	0
OCB10	246	3.68	.924	0	.0	1	0
OCB11	246	4.07	.663	0	.0	0	0
OCB12	246	3.89	.763	0	.0	2	0
OCB13	246	3.26	1.033	0	.0	13	0
OCB14	246	4.04	.957	0	.0	23	0

a. Number of cases outside the range ($Q1 - 1.5 \cdot IQR$, $Q3 + 1.5 \cdot IQR$).

Appendix G

Outliers



	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CQ	246	100.0%	0	0.0%	246	100.0%
ITR	246	100.0%	0	0.0%	246	100.0%
OCB	246	100.0%	0	0.0%	246	100.0%
OT	246	100.0%	0	0.0%	246	100.0%
PS	246	100.0%	0	0.0%	246	100.0%
WP	246	100.0%	0	0.0%	246	100.0%

